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ABSTRACT

The changing patterns of Caribbean society have affected and will continue to influence the concept of professionalism as it is applied to teaching. Teachers' organizations should promote the professional development of their members, as implied through acceptance of standards of personal conduct, competence on the job, and commitment to student and national needs and goals. This workshop identified future goals for teacher professionalism in the 1980's pertaining to: (1) education for the teaching profession: (2) the public image and the status of the teacher: and (3) teacher organizations and the professional development of their members. Recommendations for professional actions to be taken toward each of these topics emerged from beliefs that the goals of teacher organizations should be based on professional considerations, having in mind overall educational needs, and that the scope of action to achieve these goals should depend on national circumstances. (CJ)

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THE TEACHER
AS A PROFESSIONAL
IN THE
CARIBBEAN TODAY

REPORT OF A WORKSHOP HELD IN KINGSTON, JAMAICA
APRIL 7-13, 1980

IN COOPERATION WITH
THE JAMAICA TEACHERS' ASSOCIATION

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION
5 AVENUE DU MOULIN, 1110 MORGES, SWITZERLAND

NOV 3 1980

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INTRODUCTION

BY JOHN M. THOMPSON
SECRETARY GENERAL, WCOTP

"The teacher as a professional in the Caribbean today" was the theme of a WCOTP Workshop held at Shortwood Training College, Kingston, Jamaica from April 7 to 13 in cooperation with the Jamaica Teachers' Association (JTA). The focus was on the changing pattern of Caribbean society and its influence on the concept of professionalism as applied to teaching.

Opening the Workshop, Professor Leslie Robinson, Pro-Vice Chancellor of the University of the West Indies recalled the great expansion in education in the Caribbean where 50% of the population was under 16 years of age. He noted that in the Faculty of Education of the University the 30 students enrolled initially had risen to 600, many of whom were practising teachers seeking to upgrade their skills. In these programmes as much emphasis was placed on the professional component as on the pedagogic. It should be a constant goal of teachers' organizations to promote the professional development of their members. Professionalism implied acceptance of standards of personal conduct, competence on the job and commitment to students' and national goals as integral parts of the role teachers should play. Once this was achieved, status was assured.

The keynote speaker, the Reverend Sam Reid, a well known Jamaican personality and newspaper columnist, identified the professional as one who favoured and fostered change but who spoke out to maintain standards and honesty, even at great personal cost.

The 50 participants from 13 Caribbean territories from Guyana to Belize, from Bermuda to Curação, then discussed the theme under four main headings - education for the teaching profession; acceptable professional action in the 80's; the public image and the status of the teacher; and teacher organizations and the professional development of their members. The topics were introduced by participants from Barbados and Trinidad and Tobago and by panels of participants from Antigua, Grenada and Jamaica and from Belize, Guyana and St. Lucia. Group discussions followed during which 69 recommendations were framed for discussion at the final session of the Workshop.

In the Preamble to their Recommendations, the participants noted that "teachers, by their unique character, were both workers and professionals" and that whereas "the determination of the goals of a teachers' organization should be based on professional considerations having in mind overall educational needs", the scope of action to achieve these goals would depend on the national circumstances. Very varied situations had been reported during the discussions - from full cooperation with government to total opposition, from integration with a national political party to total independence from all parties.

It was agreed that professional action required that account be taken not only of teachers' needs but "the best interests of ... the community-at-large", and that before any action is taken "much consideration should be given to the effect of such action on every sector of the community". Furthermore "every effort should be made to monitor developments in each territory, to analyse the inter-territorial impact of such developments and to communicate such information ... to all teachers' organizations in the Caribbean".

It was considered that "the term profession connotes high standards of performance, dedication to duty and permanent employment in a particular field of endeavour". The teacher was a professional "in the way he or she is prepared for a teaching career and the way he or she carries out this career". In this spirit "the development of proper attitudes is crucial to the education system", as a result of which the Workshop participants devoted considerable attention to selection and preparation, not forgetting that "economic and academic advantages enhance the professional image and public status of teachers", who should also have "the same rights and responsibilities as all other citizens" including participation in the political process and to run for public office".

Of particular note was the discussion on supervision which led to a comprehensive recommendation calling for evaluation of teachers by teams including the school principal, member of staff and Education Officers; self-evaluation by individual teachers; involvement of school staff in evaluation of school principals; and the opportunity for school staff to assess School Supervisors and Education Officers. A few participants felt that such procedures would upset the hierarchical patterns but the majority felt that a reciprocal pattern of this nature would greatly strengthen confidence in the whole evaluation and assessment process.

The international framework of the Workshop was set by two papers concerned with the teacher as a professional in Switzerland and Canada, presented by Marc-Alain Berberat, WCOTP Deputy Secretary General, and Paschal Chisholm, second Vice-President of the Canadian Teachers' Federation (CTF). Both presentations evoked a lively interest, many questions - and an appreciable amount of surprise on some points! The CTF also shared the costs of the Workshop with WCOTP - for which the Workshop participants expressed great appreciation.

WCOTP was represented by Vice-President James W. Killeen who addressed the Opening Session on the goals and work of WCOTP and on the significance of the Workshop within its world-wide programme. WCOTP Secretary General coordinated the Workshop with the officers and staff of JTA led by President Hugh Dawes and General Secretary Fay E. Saunders (former Vice-President of WCOTP).

The arrangements made by the JTA received warm applause at the final Workshop session - the Reception on the first evening attended by His Excellency The Governor General, Florisel Glasspole (a former Minister of Education); the excursion to Discovery Bay on the north coast (where Christopher Columbus landed in 1494, near to St. Ann's Bay where he was stranded for over one year on his last Caribbean voyage in 1503-1504), and the home hospitality provided on the last night.

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OPENING SESSION

SALUTATION

BY JIM KILLEEN, VICE-PRESIDENT WCOTP

It is a pleasure to be here today and to bring greetings from the President of WCOTP, Motofumi Makieda of Japan, as well as from the Executive Committee and staff of WCOTP who have just completed their Annual Mid-Year Executive Committee.

Many of those present at that Executive Committee meeting held at WCOTP Headquarters in Morges, Switzerland, were fortunate to have attended the 1971 Assembly of WCOTP ... so capably hosted by the J.T.A. At that time the weather was beautiful, the hospitality was "A+", the meeting went well, and the endeavours on behalf of teacher organisations and on behalf of education were more than worthwhile. We are pleased to have returned for this Regional Seminar! My colleagues who were in Morges wanted Secretary General John Thompson, Deputy Secretary General Marc-Alain Berberat and yours truly to tell you that you are in their thoughts and prayers.

A special word of thanks should be extended to the CANADIAN TEACHERS' FEDERATION for their assistance with this seminar. And certainly to the JAMAICA TEACHERS' ASSOCIATION for their excellent hospitality and preparation.

I would like to do two things during these opening remarks:

1. Talk a bit about WCOTP as an organisation ... many of you will be familiar with some or all of this information, but we never pass up an opportunity to deliver a commercial message!

2. Talk a bit about this seminar and its relativity to current teacher events in today's Caribbean.

The Chinese have an adage which says that the longer a speech, the longer the mistakes; the shorter a speech, the shorter the mistakes. If one wants to avoid making mistakes, one should not speak at all. Hopefully, the mistakes are always mistakes of the head and not of the heart.

First WCOTP

The WCOTP, along with your teacher organisations and many others around the world, is structured to work as the collective voice of Teacher Organisations. If there were no teacher organisations at the Parish/Local/State/Provincial/National and International level, we should have to invent them. We would need to invent them because what is being done needs to be done, must be done, and must be done better.

WCOTP is a strong independent organisation - open to all professionals interested in education - regardless of race, creed, colour, politics, etc. As such it has power as a world moral authority, able to intervene on a variety of issues in a variety of theatres.

Our 28 years old WCOTP represents over 5 million teachers in 80 countries and has as its members 125 Teacher Organisations. It is funded mainly by membership fees, from special provisions made by some member organisations such as the Canadian and Swiss Organisations and by some no-strings-attached grants provided by agencies or similar groups - the Canadian International Development Agency, the Swedish International Development Agency, the United Nations Economic, Social and Cultural Organization (Unesco), etc.

There is a permanent staff of 16 located at WCOTP Headquarters in Morges, Switzerland. Six are professional staff members and 10 provide the very necessary support. Our members are in countries with different traditions and cultures, and with different economic and social systems, and are in various stages of economic and social development.

At one extreme of our membership are teachers who are reasonably paid, enjoy satisfactory working conditions and are consulted by the authorities in all educational matters.

At the other extreme are teachers whose remuneration could be better, whose conditions of service could be futher improved, and whose dedication and expertise could be more effectively used in the formulation of educational reform, the drafting of curricula, the selection of text books, etc.

In spite of all these differences of ethnic origin, political outlook, conditions of service, etc., we as teachers are closely linked together by a strong bond of common aims and ideals. We have two principal objectives, namely, the improvement of quality of education and the enhancement of the status of the teacher. These are so interlinked that they are really two sides of the same coin - because it has been repeatedly proven that a competent, dedicated and contented teaching profession is a sine qua non for improving the quality of education and the status of teachers.

A motto could be - teachers helping teachers

To fuse all of these disparate elements is not an easy task nor can it be regarded as a speedy one. However, I believe there are many more elements for a world-wide consensus than most people realize. It would be a monumental mistake to underestimate the potential force of teachers and of our organized profession. The great truths for the salvation of mankind need not be discovered anew. They are contained in all of the world's great religions. The problem is that man has not taken them to heart. Similarly, the possibilities for teachers to take the world a little further along the road to civilization are great.

WCOTP's action programme is not easy to summarize, because of a huge variety of interests. But let me try to provide you with a flavour of the major endeavours, along with a few examples:

a) Crisis intervention on behalf of members

b) Policy formulation - Articulating a world Teacher Consensus

c) Support for the development of National Teacher Organisation

d) Various international representations and promotion of the status of the teaching profession.

a) Some examples of crisis intervention:

* The personal appearance of our Secretary General John Thompson at the Tokyo trial of Japan Teachers' Union (and WCOTP) President Motofumi Makieda - charged on the grounds of illegal union activity. He has since been found guilty, but was punished only with a small fine. This case is currently under appeal.

* Support for ANDEN, the teachers' organisation in Nicaragua. This teachers' organisation has been asked to prepare draft plans for a completely revised education system - now possible since the overthrow of the Somoza regime.

* Protest lodged with the international agencies and governments as a result of the killing of children in the Central African Republic.

* Visits and assistance in El Salvador ... in so far as the current unstable situation permits.

* Personal attempts to obtain the release of jailed teacher leader such as Alfredo Pedro Bravo in Argentina; Senors Ibarra, Rivera, Guardado, and Bran, in El Salvador; Mohammed Derakhshesh in Iran, teacher-leaders in Antigua, etc.

* Cables of protests to USA president Jimmy Carter re the jailing of teacher leaders in three American centres plus a subsequent international report on collective bargaining in the USA authored by John Thompson.

* And closer to home the forwarding of formal and official complaints to the ILO re repressive labour practices in St. Vincent and Antigua to mention only some of the countries where such action has been taken on behalf of teachers.

* The provision of aid in cases such as St. Vincent, the circulation of news re such disasters; financial aid for Uganda reconstructions.

* The arrangement of legal aid plus other services as required by our member organisations or our associates.

b) Policy formulation - Articulating a world Teacher Consensus

The advocacy of basic policies is crucial - as is the formulation of such policies. As the Koran says, if you don't know where you wish to go, any road will do.

Committees plus various working groups have produced statements eventually eventually adopted by WCOTP on such topics as:-

Early Childhood Education
Status of Women
Education for Life

In addition, the Assembly programme always deals with a theme and passes resolutions dealing with that theme. The 1978 dealt with the Teaching Profession in the World of Tomorrow. This year in Brasilia the theme will be "Education and Development".

c) Support of the Development of National Organizations

* A number of Regional seminars have been held in the last two years - some examples are:

- Tokyo conference on rights and responsibilities of trade unions in Asia.
- European conference in Malta.
- Summit meeting of representatives of teacher organizations in Central America.

* National Seminars:-

India - Two seminars for teacher leaders

Nigeria - For women leaders

Philippines - On organizational rights in private schools.

* Fifteen ITOD's (Institutes for Teacher Organization Development), one of which was held last June, hosted in an excellent manner by our colleagues from Grenada.

* Visits by national staff members/officials to study such topics as credit unions, insurance programmes, co-operative projects.

* WCOTP staff and consultant visits to study and advise those in leadership positions in teacher organizations.

* Pressure for ratification of ILO conventions on freedom of association and negotiation, etc.

d) Various International Representations to Promote the Status of the Teaching Profession

WCOTP makes representations on behalf of teachers to:

- UNESCO --(United Nations Economic, Social and Cultural Organisations)
- I.L.O. --(International Labour Organisation)
- O.E.C.D.-(Organisation for Economic Co-operation and Development)
- The Council of Europe
- The Europe Economic Community

WCOTP works closely with regional bodies, such as the Confederation of American Educators in Latin America and the All African Teachers Organisation.

WCOTP stresses the Unesco/ILO recommendation concerning the status of teachers in various ILO Conventions (87,98,135,151) which have direct application to our members.

And some word about this seminar ... the next six days.

As we devote the next days to this seminar let us remember that one of the most important jobs of teachers is to strive to educate our children for a global community, for peace, for freedom and for equality. Every teacher must be thought of as a missionary for the future of mankind. For the world of tomorrow to be a world of peace with justice and dignity for all persons, the schools and education must help to prepare young people to be alert to social issues, aware of human needs, and in possession of a social conscience. The educational process must develop not only adaptable persons, capable of adjusting to all changes, but also critical thinkers capable of instituting change where necessary and showing respect for the human rights of all individuals.

It is the job of teacher organisations to support our teachers in such endeavours and to obtain for our teacher-members adequate freedom to teach, decent wages, and satisfactory learning and working conditions. And that is why we are here now to share experiences and to learn and to formulate action plans suitable for our own local and national situations. Or as then - WCOTP President Wilhelm Ebert said in his Presidential address in Washington:

> "The concept of a global community was perhaps most graphically demonstrated when mankind first viewed our earth photographed from space. There, gazing at a shimmering green and blue sphere, one could ponder the absurdity of petty quarrels between neighbours and the senseless misuse of our limited resources. This enchanting image should have dramatized that we are all parts of one ecological system, ultimately dependent upon whatever occurs anywhere. Each part might be unique and only a distinctive role, yet each contributes to the functioning of the whole. DIVERSITY DOES NOT PRECLUDE UNITY. Differences must indeed remain, for they enhance the richness of human existence. We must realise that our relationship to one another are necesarily sybbiotic and our over-riding goal is to ensure the survival and the well-being of the whole".

The topics to be discussed are highly relevant and most pertinent to Morges and to teachers in the Caribbean. "The Teacher as a Professional in the Caribbean today".

I am sure that we will, through these explorations, learn that to be truly professional one must be an advocate of quality education as well as a worker for ever improving working and economic conditions for teachers.

Some of the specific opening remarks and subsequent discussions will deal with the many facets of that expanded views of professionalism.

* teacher education
* trade union activity, political action and freedom, economic services
* public image
* offical and legal status of the teacher.

In pursuit of professionalism:

There wont be easy solutions - there will be a great deal of work and personal sacrifice.

There won't be a Free Lunch - there will be a lot of help from our friends (such as other national teacher organisations and WCOTP)

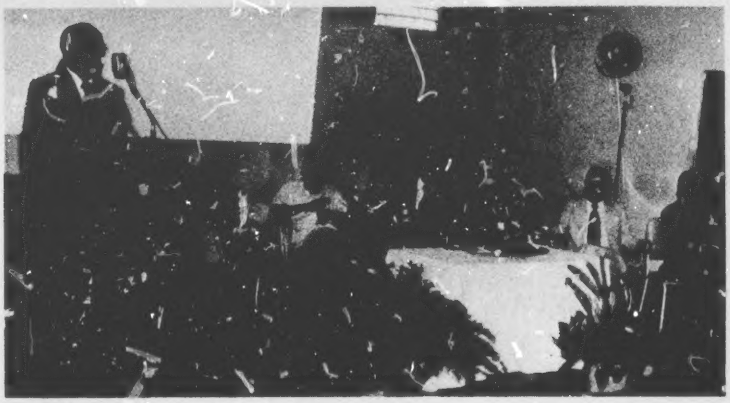
There won't be instant harmony and perfection - there will be a need for patience, co-operation, dialogue and more patience.

I am reminded of a wise old headmaster of mine - who, when commenting on the first objective of the school play/drama activity said "When it's all over we have to be speaking to one another".

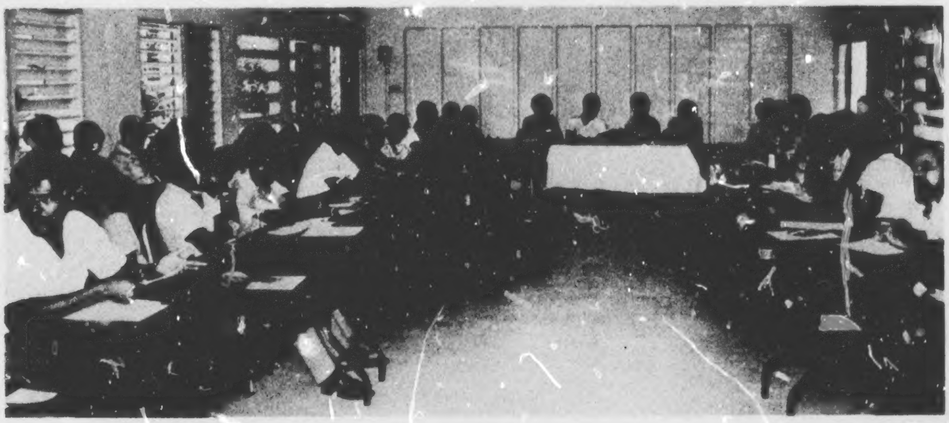
It is probably fair to say that recent developments in the teacher world of the Caribbean have created new problems or exhumed old ones ... or are they challenges? It is not fair nor proper for an "outsider" to try to offer solutions. "Outsiders" have enough of their own problems which they often don't admit when they are outside. Probably, however, it should be observed that there are still many more areas of co-operation which can be identified and then there are areas of disagreement.

A Chinese proverb urges us to emulate the sun dial - count only the good days. Adopted for our own purposes - count only the areas of co-operation through which teachers will benefit.

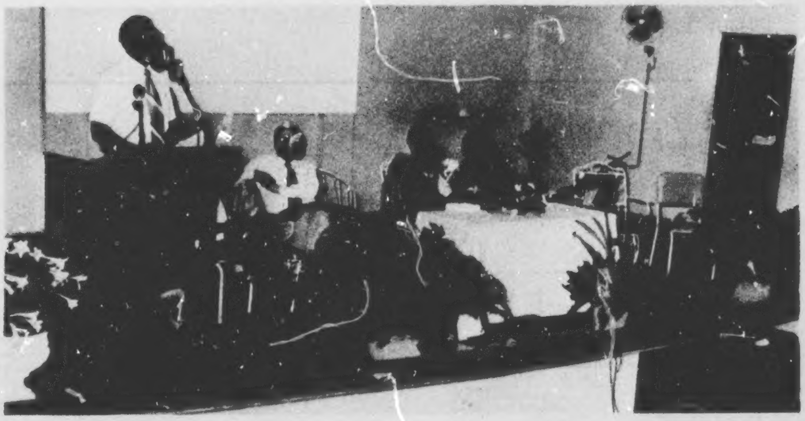
WCOTP is ready and willing to continue assistance in those ways seen desirable by its members and by its associates. During the next six days, you might like to explore and discuss such assistance with us. In the meantime, best wishes for the success of this workshop as well as a wish for all the luck we deserve.



Professor Leslie Robinson, Pro-Vice Chancellor of the University of the West Indies, opens the Workshop, accompanied by (from left to right) JTA General Secretary, Fay E. Saunders; Richard Chambers, Permanent Secretary of the Ministry of Education; JTA President, Hugh Dawes; WCOTP Vice-President, James W. Killeen; WCOTP Deputy Secretary General, Marc-Alain Berberat;
CTF President-elect, Paschal Chisholm and former JTA President Woodburn Miller.



A working session in one of the seminar rooms at Shortwood Training College, Kingston



Rev. Sam Reid gives the Keynote Address, accompanied by (from left to right) WCOTP Secretary General John M. Thompson; JTA Secretary General Fay E. Saunders behind JTA President Hugh Dawes; JTA Assistant Secretary General PAT ROBINSON.

A Workshop Panel discusses "The Public Image and Status of the Teachers" following presentations by Panel members Jean Persico of Guyana; Alfred Jn. Baptiste of St. Lucia; Chairperson Woodburn Miller, former President of JTA; and Helen Stuart of Belize.

OPENING BY LESLIE ROBINSON
PRO VICE CHANCELLOR
UNIVERSITY OF THE WEST INDIES

May I join with the Chairman in extending welcome to the visitors to Jamaica and hope they will have a pleasant stay in Jamaica. Let me also welcome the officers of WCOTP and congratulate them on the work they are doing throughout the world in fostering activities among teacher organisations and in attempting to focus attention on important issues facing teachers everywhere, no doubt encouraging, I am sure, that comparative look at others' experiences from which we can so often learn so much notwithstanding our different circumstances.

I was indeed pleased to note that a previous conference of WCOTP in Jamaica had been held at the University. I seem to remember that conference myself and I seem to think that it was extremely successful. And then I heard that this seminar was being held at Shortwood. I could not help wondering if the organizers had disagreed with my assessment, or was it that they felt that a conference which dealt a bit more with professionalism would be more appropriately held in a teachers' college.

The idea of cooperation strikes a respondent chord within me. As most of you know, the organisation with which I work, the University of the West Indies, is the oldest experiment in regional cooperation in the West Indies, apart of course from the activities in the sporting field, namely, cricket. The idea of taking an in-depth look at the role of the teacher as a professional in the Caribbean today also seems most appropriate and relevant. I must also strike a respondent chord, even though such a topic would probably be appropriate at any time.

The Caribbean, like other developing countries, does however exhibit problems which many developed countries do not experience. For example, the continuing high birthrate which produces a skewed population distribution with some half of the population roughly below 16 years of age means that a smaller number of people are supporting more population than would be true in many other countries. It also means that there is continued expansion of the school system whereas in developed parts of the world some systems are contracting. I remember a few years ago I was in New York and my cousin there was telling me that she was having to move her school because several schools in the area were being contracted. Over in western Canada I am told similar problems exist. Over in California similar problems arise. But in the midst of all this we have accepted the democratic principle that every individual has the right to education and we are attempting seriously to pay more than lip service to this. This means that we are determined to expand the school system to provide for large numbers but recognize the fact that we are far behind developed countries in the percentage attending schools; thus we have a further handicap to overcome. You will I am sure be aware of the efforts being made in your individual countries to improve the situation and what this involves both economically, educationally and socially. Just last week I was in Trinidad, what we regard as the richest of the territories by far at the present time, discussing the implications for them for additional staff for their expanded scheme of junior secondary schools, secondary schools and comprehensive secondary schools which they have now undertaken.

Some of this activity, expansion of the school system, is naturally reflected in the developments at the university. Only five years ago when the University College was founded we spoke of a target of 600 students in a fully residential setting. Now the enrollment, which is very close to 9,000, reflects a completely different pattern, no longer fully residential. Residential students represent at best 20 to 25% of the total. Part-time courses have been expanded. The number of short courses, one-year or two-year courses, have been expanded. Certificates and diplomas have been expanded. We have found it necessary to give preliminary courses, which some may regard as below the level at which the University should be operating, meaning below a level standard. We have expanded in our higher degree section, giving more Masters and Doctorates in all fields. We have moved into areas which many years ago most people would have thought unlikely for an institution which was based on British tradition. So, for instance, we have a degree programme in hotel management. But it is in the area of education that the growth of the University may be seen in its most dramatic form.

When it first started our Faculty of Education was only offering a diploma programme. Some 10 years ago, 10 years after we started, there were only about 30 students interested in this programme. At the present time the Faculty of Education has enrolled some 600 students. Here we are not talking about people who are doing a first degree in arts or natural sciences with a component of education. We are talking mainly here about people working in the educational system who have returned to the University for up-grading their educational components. We are talking about people who have done first degrees and who have gone on to the diploma, which is the preparation for their teaching career. It is in this area that the growth has been significant. We know that it is futile talking about trying to improve the system without having well-trained people in it. And so in Trinidad, in Barbados, in Jamaica the decision was taken to expand the professional training in education, to expand the diploma course. Some 300 of the students now registered in education are taking such courses.

I think in this that we have recognized that the expansion of the system cannot be satisfactorily achieved by relying on a few gifted teachers. We have recognized that although many people will be interested in teaching, many may be dedicated teachers, we cannot rely merely on the hope that some are dedicated. And this is where I feel that the programme in education not only must have its pedagogical component but it must be really what it sets out to be. It must also have its professional component and I see this desire to expand this training in Trinidad. For instance, the decision has been taken that 100% of the teaching force must have teacher training and I like to think that in the context of this conference that this does not simply mean pedagogic training, and that if such a course aims mainly at pedagogy it will be failing us at the present time. This course must seek to instill some element of professionalism into the would-be teacher.

Our cricket teams have been hailed throughout the world. Our cricket teams have had individual performers and now we are told we have reached the pinnacle. When some people are asked what is the secret of this success they say,"Far more professionalism has come into the team". What does this mean? Of course it could mean "Win at all costs". But we would like to think that when we say professionalism we mean concern for success, a dedication, a determination to achieve. This is what we need in our system at the present time among our teachers.

Our system in the Caribbean is not achieving as much as it might. Statistics on the success rates in primary school, the throughput from primary to secondary and from secondary to university we know do not compare as we would wish in many other countries. Indeed I sometimes wonder myself whether we could not take a leaf out of some of the other countries' books and ask ourselves whether we should not be looking forward to a promotion of a proportion of our system forward rather than relying on some of our external examinations but, nevertheless, I would like to mention some statistics which come readily to hand.

In England when some students take A-level examinations, roughly 70% of them get two A-levels. In the Caribbean by and large, dealing with our best students coming out of the system, at best some 33% attain two A-levels. Obviously something is wrong here. There is one country which achieves much better results than that - Trinidad. I use the A-level examinations merely as an example, not because A-level is regarded as more important, but it is an important example nevertheless beca e we find in the University that students who do not necessarily gain two A-levels in Jamaica perform very well compared to students in Trinidad who attain two A-levels. What does it mean for the economics of the system? It means that instead of coming into the University and spending three years for a degree the student comes in and spends four years. Who is paying the extra cost? There are some students in medicine who spend three years in natural sciences before going into medicine - three years in natural sciences, then five years in medicine. Isnt it important to us to ensure that the productivity is improved? Of course it is a matter of considerable concern for all of us. I wonder sometimes, in terms of professionalism, if so many teachers do not behave in a certain fashion. When the student does well it is the teaching that has achieved. When the student does badly it is the student who is weak. If a doctor has a patient, let us say a surgeon , and he fails in an operation is he concerned? Of course nowadays he has to be concerned, especially if he lives in the United States because there is going to be a suit of malpractice against him. If the relationship between doctor and patient is inappropriate what about the parallel of two climbers getting up a mountain and the rope slips for one of them that is a student and he starts slipping down, what does the other one do? Does he let him go or does he try to recover him?.

What about our attitude to our competence? Some years ago when I studied in Michigan I found many students attending summer schools and when I inquired as to the importance of this for them I discovered not only that some of them were interested in obtaining higher qualifications - I think you recognize that attaining higher qualifications gave them extra salary - but even more so a constant return to school, a constant refurbishing was necessary to maintain their professional license. And I sometimes wonder if we can do any more as teachers'organisations to ensure that there is this constant refurbishing, constant up-grading in the system. One worries about, for instance, the use of educational technology and I mean possibly the simplest forms rather than just a straight lecture. How many people in the system have tried this? Of course I had my own experience of this at the University. We are now recognizing that many other universities have the need for university teachers to be better trained, the need for university teachers to be more conscious of the teaching process and what it requires. We, like other universities, are trying to come to grips with it through staff development programmes.

We would like to find out from you in this environment, how do we succeed? Because we have also had difficulty in encouraging staff to come to classes or to sessions which are designed for that purpose. I am told that in some Canadian universities in negotiation in relation to salaries it takes the form of "Well, this is all the money I have, let us ask the question whether or not the increase in salary will produce greater productivity". And so the employing agencies are turning the question around. Rather than simply paying the same salary for exactly the same work the question is being asked. "Can we in some way, while giving the salary increase, improve our output?" and both groups are sitting down and talking about the matter. I suspect that this is endemic in our system as well because so often we make comparisons with the United States or the more developed countries. I think in the comparison we sometimes forget the aspect of productivity. But let me not pretend that this is an easy issue.

Let me turn to the question of setting an example. My father was an elementary school teacher and I remember that when parents used to bring their children to him they used to say, "Teacher, do what you like with him. If necessary lick some sense into him". They simply meant they were handing over the child to the teacher expecting the teacher to use his influence in various ways. But I fear for us, because so often now you go to the country and when you expect to find that the teacher is the leader in the community you find that he is no longer in that position. You find people are calculating their hours much more carefully. I wonder, even at the University when we calculate our hours if we are doing the right calculation. I mean, a typical person in the community is expected to work 40 hours a week. Now the face to face hours for us in the University mean 10 hours a week. Would you believe it that there are some people who tend to say,"When I've done my 10 I've done my load". He forgets that there are 30 hours to make up and that the system we are operating simply says I will do my 10 hours and the little preparation associated with it and I am not involved in public service and I am not involved in research and I am not involved in advising students and I am not involved in the committee work which makes the institution operate. You are not doing your 40 hours, and in that sense you are not performing adequately.

I use the university example here because I do not know enough about the primary school system or the secondary school system. I suspect that we could all ask questions in terms of our attitude, in terms of what the community has a right to expect.

Finally I would like to turn to commitment to the job. There was a time when lots of people used to say we love to have Roman Catholic schools because the fathers and the sisters there are committed to the job 100%. And yet so often now we see other people in the system - I venture to say some politically motivated people in the system - who are giving so much time, so much effort, some of which we do not like. Do we ever ask ourselves how is it they are able to give all this time and effort? What are we doing with our time? How much of our time is being spent on this task to which we are committed as teachers? I know there are problems re mobility. But the major issue before us in this seminar, and some of the points which I have put before you have sought to relate to this, is that of professionalism in our work.

Professor Davis was talking to some of his students and he said, "I understand that you have a nickname for Professor Brown." And the chap says, "Yes, we call him Maxwell House." "Well that shows a lot of regard for Professor Brown if you have thought of a nickname for him. What is the nickname you have for me, if there is one?" The boy said, "Yes sir, we call you Sanka". So a few days later he was looking at the billboards and he saw, "Maxwell House - good to the last drop", "Sanka - more than 98% of the active portion of the bean has been removed".

Let me hope that we can through this seminar achieve much more professionalism in our attitudes, that we can infect the teachers with more professionalism so that we will have a group of Maxwell House teachers - good to the last drop.

I know that my approach in this has sometimes been simplistic. This is probably deliberate, probably understandable in such a short message. Let me hope that the message has come across fairly clearly. We need more professionalism among our workers. Let me hope not only that we will seek to achieve the status of the teacher but we recognize that in order to achieve this we should ourselves have accepted standards of personal conduct, competence on the job, commitment to students and national goals, all are integral parts of the roles which we must all play. Once this is done the status which we seek will be achieved.

May I wish you a very happy seminar, though no doubt controversial, and I have great pleasure in declaring it open.

WELCOME BY HUGH DAWES, PRESIDENT JAMAICA TEACHERS' ASSOCIATION

The idea that the main objective of the teaching profession is that the education it offers should be morally sound, rationally clear and patently in the public interest is to my mind a most important concept. It seeks to focus on an attribute of unquestioned paramountency in the professional, and that is the attribute of the correct attitude. A soundness of morals and the clarity of rational thinking will not appear to be patently in the public's interest unless the professional practitioner is able to convince the public of the relevance of sound morals and of the benefit of clear thinking produces. The major vehicle to convey this meaning and relevance is attitude. So the Caribbean professional will have to be competent, will have to be the examplar of the proper ethical practices in letter as well as in spirit and he has to develop the skill, the capacity, the appropriate instructional instruments by cultivating the right attitude.

We of Jamaica in general and the JTA in particular hope we are in pursuit of the right attitude and we enjoy the flattering honor of being your hosts.

At this time I would like to mention the members of the platform party. I mention firstly the person nearest to me, Mr. Edward Nugent, who is the President-elect of the JTA. Next to him is Professor Leslie Robinson, Pro-Vice Chancellor of the University of the West Indies, of whom we will hear much more afterwards. Next to him is Mr. John M. Thompson. He is Secretary General of WCOTP, the World Confederation of Organizations of the Teaching Profession. Beside him is Mr. Marc-Alain Berberat. He is from Switzerland and he is Deputy Secretary General of WCOTP. Next to him is Mr. Paschal Chisholm from Canada and he represents the Canadian Teachers' Federation. And next to him is the only "her" on the platform - she is Mrs. Fay Saunders, Secretary General of the Jamaica Teachers' Association.

And last in this welcome are delegates from Antigua, Anguilla, Barbados, Bahamas, Bermuda, British Virgin Islands, Belize, Grenada, St. Lucia, St.Kitts, Trinidad and Monserrat. And we will be getting arrivals from Guyana, Curaçao, and St. Vincent. Ladies and gentlemen, when the "A"s and the "B"s and the "G"s and the "T"s and the "M"s are interspersed by Saints and Virgins we should have a wonderful mix. It is with this in mind that I have a very special privilege in extending a very warm welcome to one and all. The Jamaican welcome is by nature warm - you can feel it. It is not only warmth that we have to give you. We hope that the fellowship and the cultural intercourse that we shall enjoy throughout this seminar will bespeak the depth, friendliness and sincerity of our welcome.

I must take cognizance of personnel from the Ministry of Education. We have them in the audience - Mr. Goodin, Senior Education Officer; Mr. King, Chief Education Officer; Mr. Ross Murray, Assistant Chief Education Officer and on the platform is Mr. Woody Miller, Immediate Past President of the JTA and currently the President of Kingston College. And also Mr. Richard Chambers who is one of the Permanent Secretaries in the Ministry of Education.

We must at this time mention that our Minister of Education , Dr. Phyllis McPherson-Russell, wishes to place on record her very deepest apology for her inability to attend this seminar and the opening session this morning. She is unable to come, not because of her recent appointment, but because she is off the island and I am very sorry that she cannot be here with us. I am tendering this apology on her behalf with the understanding that she is ably represented by so many people from the Ministry of Education.

KEYNOTE ADDRESS: THE PROFESSIONAL IN CHANGING SOCIETIES

BY REVEREND SAM REID

The phenomenon of change is a theme in some form, for all gatherings of thoughtful people in the second half of the 20th century. It is the all pervading reality of our modern experience. As the transformation and dislocations created by modern science and industrial organization have had their increasingly more shattering effect upon the quietude and mental and emotional ease of northern societies, so there has been a tendency to look rather nostalgically, to the so-called underdeveloped areas of earth for signs of the fabled "unspoilt society".

Alas, they underestimate the all-embracing, compulsive, juggernaut-effect of the phenomena which triggered their unease. For man is not only a victim, but an initiator of change, and wherever he goes, upon earth or beyond, he takes his technology and his will-power with him.

If change is part of his life, an element of his being, then travel will avail him nothing. He cannot escape from himself. Alvin Toffer in his book "FUTURE SHOCK" has given copious and telling examples of the variety, range and force of change, in the life of modern Man. It is not necessary for me to repeat or tabulate them here. I simply wish to emphasize that the socalled remote areas of the globe are not exempt from the effects of what Sir Harold McMillan called in his warning to South Africa some twenty years ago "The Wind of Change".

Modern transportation has revolutionized travel. It is possible to get to most parts of the world in at most two days. Although the new phase of OPEC Militancy is putting a steep rise on travel costs, until recently air travel was fairly inexpensive. Therefore people from the remotest bounds of earth could visit the vortex of upheavals of change and be caught up in it discontent. On their return home they become either conscious or unconscious instruments/agents of change.

The growth of Internationalism through the United Nations Organization and its affiliates and agencies, has also helped to create a sort of international standard of "Levels of Development", by which people are encouraged to judge themselves and their situation. Inevitably, these standards are based on the measure of availability of the products and amenities of "modernization".

Those who are judged to fall below the standard are encouraged to feel deprived and demand change. Those people who are above the line, the so-called 'haves', are encouraged to feel guilty and to do something to bring about change in the lives of the underprivileged. The net result, (without now being judgemental as to whether its good or bad) is that no part of the world, can hope to remain unchanged. There shall be change.

Now there are certain features of effects of change on human society which we need to tabulate.

1. CONFUSION: When things are static and simple, we take our situation for granted and our culture has provided well accepted tools for dealing with a predictable range of experiences. Culture you will remember, is simply that array of Social Institutions (Governmental, Economic, Familial, Religious, Educational and Recreational) which a people fashion to enable it to contend effectively with life's basic needs.

When there is rapid social change, there is an accompanying serious upheaval in the culture. The simple answers painstakingly arrived at by our ancestors and faithfully transmitted to us, no longer satisfy. A wider range of possible answers is thrown up, and fewer certainties obtain. The seeds of Chaos proliferate, and the danger exists of what was mentioned about a sorry period in the history of the people of ancient Israel - "There was no king ... every man did what was right in his own eyes."

There is a cruder modern version "Every man for himself and the devil take the hindmost!"

2. EXPLOITATION: A small percentage of the world's population are Leaders. The majority are followers - people who are willing and anxious to be led. The amazing success of Charlatans and tricksters in every generation is testimony to that. When the foundations are shaken, people are the more anxious for the sound of certainty and positive leadership. AND THEY ARE THE MORE OPEN TO EXPLOITATION BY THE UNSCRUPULOUS.

The rise to power of Adolph Hitler is modern history's classic example. A new and frightfully potent tool has been forged by modern science to strengthen the hands of those who wish the privilege of doing all the thinking and the deciding while the rest obey.

This is the tool of MASS COMMUNICATION. Twenty-four hours a day, radio waves bring sound into the homes of the world, into motor cars and other forms of transportation, to the farmer in the field via battery-transistors. The advertisers and the exploiters have an open door to the mind of mankind. If they are unscrupulous they will manipulate their audience for baneful ends. If they have a monopoly, their people will never be able to strike a balance. This is the greatest power and the most dangerous weapon of control in the hands of authoritarian regimes of the world today. And it is significant that they permit only themselves to have access to their nation's communication media.

3. DIVERSIFICATION AND ALIENATION: Change in our time has created vast productive organizations of manufacturing industry. Things are too complex to be reviewed and understood by every worker. Some goods pass through a series of processes and those at the start rarely see the finish.

Our Bauxite Industry.

- We mine the red ore and export much of it in ships
- Some compagnies go one step further and process it into Alumina then they export it in ships.
- The Alumina is smleted into aluminium metal elsewhere.
- The Aluminum is manufactured into aircraft and parts of ships and into pots and pans which are re-exported to us and we never even recognise our own bauxite!

So it is difficult to see things whole and so to evaluate their total effects. The Professional has to put it together again!

4. OPPORTUNITY: It is a mistake to convey the impression that all change is potentially baneful and should be regarded with suspicion.

Change brings opportunity.
Because Culture is self-preserving, it makes us generally resistant to change. But there is no law which says that everything which has been, was the best, or even for the best. Therefore there is room for improvement, and for new beginnings.

When the human spirit becomes imprisoned in a cast-iron system which is intolerant of change and of questions, it contrasts and atrophies. Where there is freedom to question the certainties and search the horizons for new possibilities, the mind of man expands and history marks new advances.

So the dawn of the Reanissance broke the leaden grip of the Middle Ages: and so the industrial Revolution triggered off a range of cultural explosions which are still reverberating from the poles of the earth, disturbing the silence of the moon and sending strange, puny but brave enquiries to the vicinities of distant planets. It is exhilerating to live in an age of change.

BUT THAT IS THE AGE THAT NEEDS THE PROFESSIONAL MOST!

WHY?

Perhaps there is a prior question - Who is the professional?
My dictionary advises that a Profession is "a vocation of calling, especially one that involves some Branch of learning or science." Originally the "learned professions" were Divinity, Law and Medicine! By now we should concede a place to Teaching!!

The Professional is a person who has devoted himself/herself to learning what is proper to his calling and devotes his time and skill to practising the Craft of his profession. It includes sound learning and skillful application.

Now why do I say that the Professional is of absolute importance in an age of Change? I give you the answer in a simple statement. If change is inevitable and can be as devastating as we have implied thus far in this paper, then the PROFESSIONALS ARE BEST EQUIPPED TO BE THE MANAGERS OF CHANGE. And the role of the Professional is to provide

1. CONSISTENCY AND STABILITY
2. RATIONALITY
3. CONTROLLED EXPERIMENTATION.

1. CONSISTENCY AND STABILITY:

In times of Social upheaval when there are cracks in the traditional framework of rules, people resort quickly to their own modes of operation, suiting themselves rather than the system. One early effect is a lowering of standards, or at least an unpredictability of quality ensues. You may get on the one hand real flights of genius, alternating with plain humbug.

In the absence of an authoritative standard, every man becomes his own judge. This is bad enough in matters of theory or aesthetic judgement. But it can be fatal and tragic with gerry building engineers and architects and it can be catastrophic when for example, bogus economists attempt to experiment with a nation's livelihood! In the midst of the shifting sand of change, there are certain persons who by maintaining and applying with integrity, the sound knowledge and tested skill of their varied experience. These are the Professionals.

They are the ones who must check the demands of men in general against what they know is consistent with sound professional principles and practice. Here in Jamaica, we have seen some examples of bad housing construction, the result of a building boom of the sixties when there was heavy demand for housing, much money to be made, and people were willing to pay for all sorts of outlandish designs.

In Education here in Jamaica it may be that history will judge harshly the Professionals of the decade just ended who have consented to serious erosions of Educational standards in response to the pressures of populists whose interest was less in Education than in vote garnering. I suspect that in all Caribbean territories this new concept of Education as a vote-catcher is putting the Professionals on their mettle. If they should fail, the price of our respective nation communities will be very high.

RATIONALITY

It is unfortunately true that much of what people hold as Gospel, they do not hold on a basis of sound reasoning. It is a conditioned response engendered by cultural influence when the foundations are shaking and the former things are being questioned or discredited, people tend to react irrationally. They will consequently respond to and be influenced by irrational arguments or propositions.

As individuals they are subject to panic: as part of a panic stricken community, they are subject to mass hysteria. This is a dehumanizing process whereby ordinary sane and normal people can be transformed into a lethal weapon, wielded by unscrupulous masters. Some of the goings on in Iran over the past year should be quite instructive for a student of the effects of rapid change in the growth of irrationality. It is also instructive of the role of the Professional in such circumstances. For the President Bani Sadr and a coterie of Professionals are struggling bravely to maintain a semblance of sanity and good sense in the midst of chaos and turmoil. It is a frightening situation to be in, because of course some new twist in the flow of hysteria could cause them to lose their heads! Many rational men have been executed in Iran for no other cause than that they wished to maintain their reasons, and their right to express their honest views.

Here in the Caribbean, the seeds of hysteria are being sown, and the dangerous trend towards "rule by crowds" is to be deprecated in the strongest terms. Disguised behind much talk of Democracy and the rights of the masses, there is the hankering on the part of unscrupulous power-hunters, after the chance of dictatorship through mass-hysteria.

The Professionals of the Caribbean must awake to their responsibility to maintain rationality in our nations' affairs. We must know when there's no cause to panic and explain: e.g. A good professional, captain of an aircraft will foresee the possibility of air pockets ahead, know that the turbulence will be frightening but not dangerous, and out of his superior knowledge and experience - calm the fears of his passengers. On the other hand, certain activities of passengers within the craft could be far more dangerous than clear-air turbulence.

The Professional crew will insist with utmost firmness that these are not permitted.

The Educators of this generation of citizens have a sacred task - to give them a grasp of principles by which they can make a rational assessment of the challenges of Change, sort out the valuable from the disreputable, and "hold fast to that which is good." Otherwise, in a resurgence of superstition and emotionalism, many of the gains of the past fifty years will be wiped out.

CONTROLLED EXPERIMENTATION

I have said that the spirit of change brings with it opportunity. It provides a climate of acceptance of the new and the different. It is conducive to experimentation and initiative. But who is to experiment? And with what safeguards shall the experimentation take place? It is my view that the professionals - the Managers of Change - should be in the Vanguard of experimentation to bring about safe and meaningful change.

The Professional who is worth his salt is able to foresee some of the likely results of a particular experimentation and will therefore be able to guard against excesses, distortions and damage. Reaching for the possibilities of the future, he will yet act to protect the present. It is on this principle that those who are working in the field of medical research conduct their experiments exhaustively on animals before they graduate to human "guinea pigs". And when they come to treat human volunteers they do not generalise across the population. They use a circumscribed, limited group. Only when adequate knowledge from painstaking experiment is available is a particular discovery offered for general use.

Even then, disasters such as Thalidomyde offer a grim warning to the over confident. In the Caribbean there is the temptation to seek quick solutions by generalising before experimentation in many phases of national development.

Put another way, from political motivation, people are being tempted to experiment with whole populations at once.

The role of the Professional is to hold the political gamblers to the responsibility of controlled experimentation and the value of "pilot-projects" before promulgating dangerous theories as workable solutions.

The professional must protect the people from destructive enthusiasms of those who "know not, and know not that they know not!" In this regard, the professional runs the risk of being called a "Conservative" or worse - "reactionary". But this is simply the quality-control element in his role and he must be content to bear the obloquy of the impatient. But he must be on the look-out for improvements and break-throughs. He must work for them.

He is, so to speak, at the top of the mast and therefore is best fitted to look over the horizon and see what is beyond. He must not be content with the present. He must forge ahead leading the way into the future - determinedly, but wisely. He must have pride in his calling, and principle in his operations. Thus equipped he is bound to be a benefactor to his nation.

THE TEACHER AS A PROFESSIONAL IN CANADA AND SWITZERLAND

A COMPARATIVE FRAMEWORK

CANADA

BY PASCHAL CHISHOLM, SECOND VICE-PRESIDENT,
CANADIAN TEACHERS' FEDERATION

Background

As a brief background to my comments on the topic of "the teacher as a professional" in Canada I can tell you that Canada is divided into ten provinces and two territories; we do have a national teacher organization but because the day-to-day administration of education is carried on in each of the ten provinces there are in fact a number of teacher organizations -- at least one in each of the ten provinces and one in each of the territories.

Constitutionally, education is the responsibility of each of these provincial governments but over a period of time the federal government has become indirectly involved in education. For example, at the present time, approximately sixty departments or agencies of the federal government have an indirect involvement in education, usually by means of funding to the provinces via grants of one type or another. The impact of the federal government on education is substantial but frequently unnoticed.

One of the reasons for the existence of the Canadian Teachers' Federation is the recognition of the federal government involvement in education, the realization that the federal government in Canada has control over one of the major sources of revenue -- income taxes -- and those income taxes are part of the means used by the federal government to equalize the revenues of the various provincial authorities. As you might imagine, in a country the size of ours there is considerable variation from one end of the country to the other, in terms of the physical appearance or geography of the country and also in the economic well-being of our people.

The Canadian Teachers' Federation acts as a national voice for teachers because of that federal indirect involvement. It also provides an opportunity for sharing of information between the various provincial teacher organizations.

There is considerable variation from one province to another, from one teacher organization to another, in styles of operation and in philosophies of operation. I think that will emerge as I comment on the various functions of teacher organizations in Canada. It does make my task a little more difficult because in a sense I am reporting not on one country but on many countries in respect to education.

Changing Role of Education

I would like to go back a short space in the development of education in Canada in order to make what is occurring now a little more meaningful.

I would like to take the 1960's as a starting point. Generally speaking, in Canada, the 1960's was a period of tremendous growth in every sector of our society including education. Canadians were caught up in the response that the United States was making toward the apparent great advances made by the Soviet Union. You will recall the Sputnik achievements and various other technological advances which were made by the Soviet Union which elicited immediate reaction among the general public in the United States. Consequently, there was great effort by the public and by government at all levels to fit education to meet the needs of the 1960's. As a result, there was available to education tremendous resources in dollars which would eventually lead to resources in personnel and materials.

The public, generally speaking, in Canada viewed the schools and the educational system as an agent for change -- as an agent for propelling Canada in the pace of the Twentieth Century. As educators we saw the 1960's as the opportunity to do those things that we had talked about for so long -- to make the curriculum meet the needs of children, to improve the qualifications of teachers, and in general to make education respond to the needs of children and to the needs of society. Maybe we got caught in our own enthusiasm. We saw the economic carrot that was being dangled in front of us and as more and more demands were being placed on the school, we as educators were saying "We can do it". So, in the 1960's we created an expectation in the minds of the public -- and I don't think we did that deliberately -- that the schools could be all things to all people; that children who went through a public school education were assured of employment and a place in society. Those were promises that no one directly made on behalf of education but were more or less implied particularly in media coverage of education events, both in Canada and in the United States.

Teaching began to be looked upon as a career and we saw much more in the way of commitment to teaching as a profession, to teaching as a career.

It was a period of very rapid changes in the curriculum as the schools tried to respond to the needs of society. As a result of the tremendous curriculum changes teachers in the classroom looked to their teacher organization to provide leadership in the area of curriculum assistance, to speak to government to ensure that when changes were made in curriculum that the support systems would be there so that in fact what was being promised by the system could be delivered. During the 1960's in most of our teacher organizations across Canada there was very rapid growth of what we refer to as our specialist subject councils or associations. (For instance, teachers of mathematics would organize together with the assistance of their teacher organization; similarly, teachers of social studies, physics, home economics, English, second languages et cetera would establish specialist councils.) These specialist subject councils provided a forum for "professional development" in a broad sense and served a very useful purpose in meeting the needs of the teachers at that time.

While the 1960's were marked as a period of very rapid expansion, the 1970's were almost the flip-side of that coin. The 1970's in Canada, as well as elsewhere, have been marked as a period of retrenchment. The implied promise that I referred to earlier as to what education could do came back to haunt everyone concerned. The critics of education, who had been silent for a while, suddenly found an issue that they could use against education and they accused education of not being relevant, of not meeting the needs of children, of not being a sound investment. This provided fuel for the politicians in all our provinces to deal with education in a more stringent and conservative fashion. It became fashionable and socially acceptable in elections to talk about how we were going to become more "productive" in education, how we were going to "cut the fat" in education, and how we were going to take other measures to curb the "excessively high costs of education". That approach scored a few political points by the end of the 1970's.

In addition to the economic factors that were beginning to plague education again, in the 1970's we saw the continuing disintegration of the family as an institution. We were faced with an economic slowdown -- and I know that Canada was not alone in that respect.

The teacher in the classroom became more and more frustrated with curriculum change -- changes that he or she had little or no input into. There was a continuous commentary from the media, and from some politicians, that there should be more accountability from the schools, that there should be more proof that the schools were sound investments. In fact, "teacher bashing" became quite popular in some parts of our country.

Most of the resentment and criticism against education, as conveyed through the media and occasionally from political platforms, focused on the teacher. I, as a teacher in the classroom, was very much aware of the negative things being voiced about education; so much so that even though I knew that in my own school good things were happening for children, I heard so many negative comments that after a while I began to believe what was being said. Other teachers shared that feeling. That kind of feeling or reaction becomes extremely damaging for morale.

In that kind of scenario more and more teachers turned to their organization -- this time not so much for support in professional development but for support and action in other areas to deal with the teacher frustrations. The 1970's were marked, particularly in the early years of the decade, by tremendous pressure on teacher organizations to work in the areas of collective bargaining and many teachers perhaps saw that as being the panacea to solve all the frustrations they were facing in the classrooms.

Now we are into the 1980's. Perhaps this decade will be the period of consolidation. It's all very well in a period of prosperity to act independently; we saw that in Canada; teacher organizations could operate independently of one another, individual teachers could act independently of other teachers. In periods of austerity and "cut-back" and when "jobs are on the line" it becomes much more imperative for people to pull together. That has been a positive result of the developments of the 1970's. There is now more of a feeling of teachers working together and putting aside some of their individual differences and regional rivalries. Certainly at the CTF or national level we have seen some of that putting aside of interprovincial rivalries that for so long marked a part of our national scene.

The 1980's are also going to be marked in Canada by a growing recognition of the political function of teacher organizations. That aspect I will comment on further later in my presentation.

Teaching -- A Profession

In a country as large and diverse as ours, it is difficult to make generalizations and apply them in each and every community from one end of the country to the other. Notwithstanding that comment, I think I can safely say, as a general statement, that teaching in Canada is recognized as a profession, both as viewed internally from within education and as viewed externally from outside the education sector.

The problem, however, comes in definition, trying to define what is a "profession". I guess we are not alone in seeking that definition at least according to the presentations we have heard already.

Definitions aside, more and more members of the general public are accepting teachers as professionals. This acceptance of professionality is due in large measure to increased qualifications of teachers and an increased emphasis on professional development and self-improvement.

Recently the Canadian Teachers' Federation developed a policy position on Quality Education. I will quote to you two or three brief sections to give you an idea of the direction it took.

> "The quality of education provided by the school depends on its responsiveness to the needs of learners. These needs are deeply affected by the evolving social context.
>
> Dominating the present social context are the stresses produced by world population growth and the consequent strain on finite resources, by urbanization, by increasing reliance on technology, and by the increasing complexity of the personal and collective decisions required for survival, for successful accommodation to the environment, and for maintenance or improvement of the quality of life."

Yesterday on the plane from Toronto I was reading the report that had been done on the St. Kitts' Seminar in 1977 and one particular paragraph caught my eye because it ties in very nicely to that. I don't recall the name of the speaker but his comment went something like this:

> "An educational system is expected to transmit knowledge and skills, to inculcate values and to engender in the young citizen the commitment to play his part fully in the development of his country. In the process, the school is expected to achieve a measure of social engineering so that, among other things, selfish individualistic attitudes will be replaced by high ideals of civic and social responsibility."

The tasks that the school is called upon to perform by society require individuals as teachers who are highly professional, who have a tremendous resource of information and expertise and have the ability to accommodate that information to the developing child.

On the other side, looking at it from the child's point of view, the teacher has the responsibility of working with individuals, each of whom is unique, each of whom is intrinsically valuable, and ensuring that each and every child receives an education that is appropriate to meet the needs of that particular individual.

From that, we can see that teaching as a profession is unique -- different from any other profession. I know when we use the word "profession" we tend to think immediately of doctors, lawyers et cetera, but teachers are equally professionals.

Someone has used the example that a doctor or a lawyer renders a professional service at a specific point in time. A patient or a client consults a doctor or a lawyer when a crisis has arisen; the doctor or lawyer intervenes, provides a professional service and withdraws when the specific situation has been dealt with. The teacher is not in that same mode of operation. The teacher deals with children on an ongoing basis; there is a long-term relationship developed with the child and the teacher or between the child and a group of teachers. That places a tremendous responsibility on the teacher.

The Teacher Organization

If those are some of the responsibilities placed upon a teacher, what must be the role of a teacher organization?

We all know that it is very easy for a teacher to become isolated in a classroom. But that teacher who remains isolated, and who goes about his or her business totally oblivious to that classroom's environment, is in the long-run doomed to failure. The relationship I referred to earlier, that ongoing relationship between the teacher and the child, involves more than one teacher.

Even more importantly, education is affected by many factors outside the classroom, including state and community priorities, family lifestyle, socio-economic conditions in the community.

The teacher is caught in a paradoxical situation; the teacher is both very powerful and very weak. The teacher is very powerful because as a teacher he or she has the power to "make or break" the grand curriculum objectives ordained for that classroom and to have an influence for good or ill on the children -- that's tremendous power. But the teacher, by himself or by herself, is very weak because most of the decisions affecting the context of that education process are made outside the classroom -- curriculum, funding, school attendance policies, evaluation procedures et cetera.

Individually the teacher is powerless to influence the really important decisions that affect what goes on in the classroom. Hence, there is a need for an organization, a coming together, to facilitate what goes on in that classroom, to facilitate the working together of teachers.

It should be no platitude to say that a teachers' organization is really teachers working with teachers to achieve certain clearly defined objectives, all of which are centered around two factors:

(a) to improve the quality of education that is provided in the classroom;

(b) to enhance the status of the profession.

The two are not separate but are interlinked in a most interdependent manner.

The flow of needs and aspirations has always to be from the members to the collective body. There are problems encountered when the leadership loses touch with members, creating problems of internal and external credibility. Dissension is generated if that split occurs and the organization is eroded from within.

In Canada we have automatic membership: all teachers belong to one of the many teacher organizations I mentioned. In that situation, if any individual or group of individuals, is not satisfied with the manner or strength of the organization's pursuit of teachers' needs, dissent is going to grow from within the organization. The individual cannot leave nor can he or she be put out. The organization cannot ignore the dissent that might occur.

There are three basic functions that our teacher organizations perform, with some variations in degrees of emphasis from one organization to another. They revolve around three activities:

1. professional
2. union
3. political.

Initially, I will speak of them as three but I will later tie them together.

First, let us examine the professional functions. There was early recognition that if the status of the teaching profession was to be raised there had to be sharp improvements in teacher qualifications. Teacher training colleges, improved courses, and, more recently, wider acceptance of a four-year minimum training were methods that were used. It is difficult to claim a professional status or in fact to teach in such a complex society as we live in today without a university or equivalent kind of program. I am not saying that that is universally done in Canada; it's there as an objective. In some of our provinces in order to enter the teaching profession a university degree or its equivalent is required. Great progress has been made in achieving that objective with most of the pressure coming from the teacher organizations.

Certification of teachers has been moved out of the political arena to where now they are controlled by virtually independent boards or advisory committees which, although governed by ministerial regulations, are not subject to either political or bureaucratic whim or inference. These boards usually provide for the needed professional input from representatives of teacher organizations.

One of the hallmarks of a profession is a code of professional conduct or a code of ethics. All of our teacher organizations have such codes. These codes focus on the primary responsibility of the teacher to the child in his or her charge and, secondly, to the colleagues with whom he or she works.

Curriculum is an area that is dealt with in the professional function. The teacher sees on a daily basis the needs of pupils and therefore teachers should obviously have a direct input into curriculum development. I would like to be able to report that that is true in all our jurisdictions in Canada. There are, however, varying degrees of teacher involvement or teacher participation in curriculum development.

We recognize as teachers that education is a lifelong process and if we recognize that we must practise what we preach. There is a need for us as teachers to provide for our own professional growth or professional development after we have completed the formal education we received prior to our entering the classroom. In this area teachers have much more professionalism in its traditional sense than in any of the other areas I have referred to.

Teachers recognize the validity of the criticism, sometimes directed towards teachers in the past and beginning to disappear now, the criticism that teachers once they completed their "teacher training" went into the classroom and then continued to do each year what they had done the previous year. I think that teachers were fortunate that as organizations we took the initiative rather than leaving the initiative in the hands of government. The provision for the specialist subject councils I referred to earlier was one of the means whereby that was accomplished. We were also able to pressure government into providing leadership in curriculum inservice and other kinds of assistance in professional development activities.

The last example of professional activity I wish to refer to is the area of child advocacy. This flows from our basic professional responsibility to the child. If someone is going to speak for the child in our society, who will it be unless it is the teacher and the teacher organizations? Look around and see who is going to speak for children. Hence we are concerned about the quality of life for children and it goes beyond such things as class size, curriculum, provisions for the handicapped, and other strictly defined "learning conditions" concerns to encompass the whole quality of life for children.

The second function I referred to is the union function. If we lived in the best of all possible worlds that we sometimes read about in Utopian type novels it would be quite easy for the teacher, as an employee, and the school board or government, as an employer, to meet, discuss and mutually agree to satisfactory salary and terms and conditions of employment. However, we do not live in a perfect world. I don't have to give you examples to illustrate that point.

Hence, flowing from our professional responsibility is a union responsibility. If we are to build the kind of profession that I have described, the kind of profession we want to build, we must work for appropriate salaries for practitioners of that profession, appropriate working conditions and terms of employment. In Canada we are fortunate in that collective bargaining is provided for in legislation in all of the provinces although there is considerable variation in the scope of collective bargaining from one jurisdiction to another. In some of our provinces collective bargaining is limited to salary and other direct monetary matters; in other provinces everything which affects the conditions of work for a teacher is negotiable.

Certainly in terms of media coverage in Canada our union activities have been the least understood activity of teachers. Many members of the general public still view teachers as they did fifteen or thirty or fifty years ago as persons who had a calling or a vocation to serve and in return as an honorarium they would be compensated by the community. Society has changed considerably in those fifty years -- not just for teachers, but for other professionals as well. Perhaps the media in Canada has given undue attention to the confrontation that has disrupted education in a few instances and has not noted the productive aspects of collective bargaining. We have had a few occasions where the education has been to some degree disrupted but the numbers of children involved, or the number of teachers involved, has been a very small percentage of the total number of pupils or teachers in the country.

The member demands in the area of collective bargaining are evident. Just before coming to this seminar I attended the annual meetings of three of our teacher organizations in Western Canada and there was considerable discussion on how to improve the economic status of teachers.

A third function of our teacher organizations is a political one. All of us are aware that most of the critical decisions affecting education are political decisions. We have found that voicing our professional concerns to the public and even to appropriate government officials will come to naught unless politicians view it as politic to make sound educational decisions. We have found that resolving teacher frustrations through the union route alone will come to naught unless politicians who make the ultimate decisions in many of these matters view it as politically feasible to make sound educational decisions.

The focus of political action among our organizations in Canada has been to influence, usually on a non-partisan basis, the political decisions affecting education. The intensity of that activity has varied greatly from one province to another and in most of the organizations this has been their newest area of activity.

Conclusion

I have looked at the three functions separately: professional, unionist, and political. However, in fact they are one. The basis for union and political activity by a teacher organization is the professional responsibility of the teacher and of the teacher organization.

Earlier I mentioned that there are a variety of structures and approaches used by our provincial and territorial teacher organizations. At one time an organization may be emphasizing the professional aspects, at another time the union aspect, and at still another time the political aspect. But they all flow from the same base -- a commitment to improve the status of the profession and a commitment to improve the quality of education in each and every classroom.

The emphasis will depend upon the issue to be dealt with, the political situation in the province involved, the strength of membership participation. The key point to remember is that one of these approaches in isolation will not work. Where an organization has utilized one approach exclusively considerable difficulty has ensued.

The activities of a teacher organization, from a Canadian perspective, must encompass all three: the professional function, the union function, and the political function. All three must be integrated in a unified approach. So, in a sense, a teacher is a professional who is also a unionist and a politician.

I want to close on a personal note. I am a classroom teacher. On Monday, I will be back in my classroom in Saint John, an industrial and seaport city in Eastern Canada. I will be back there provided that the union representing the janitors, bus drivers and school clerical workers has ended its strike which started in my absence -- not on account of my absence, I should point out. I daily work with children and as a professional I try to recognize their needs and try to develop strategies which will meet these needs. I also see, as others around this table do, the needs that I cannot meet and that I am not equipped to meet: the problems brought to that classroom by the handicapped, the problems faced by a child from a "broken" home, the problems encountered by a child living in poverty. These are additional factors that come into that classroom.

I alone cannot fully develop each and every child sitting in front of me. I need help to carry out that function. As a teacher I turn to my professional organization, and to my colleagues, to be able to meet the needs of those children.

So, for me, it is professional to want the best for the children in my classroom; it is professional to seek to meet their needs; it is professional to raise the status of my profession; it is professional to try to improve the learning conditions of the children in my care and in the care of my colleagues; it is professional to improve my economic status by seeking to improve my salary and my terms and conditions of employment; it is professional to seek involvement in all those decisions which affect the educational process occurring in the classroom.

In essence, I, like many of my colleagues in Canada, would view myself, if I had to use some labels, as being a professional who must use some union and political activity to attain my professional goals. All these activities flow from that commitment to the quality of education for the children we work with.

SWITZERLAND

BY MARC-ALAIN BERBERAT, DEPUTY SECRETARY GENERAL
WORLD CONFEDERATION OF ORGANIZATIONS
OF THE TEACHING PROFESSION

The Teacher in Swiss Society

Before addressing myself to our main theme, I should like first to say that it is for me a great joy and a great honour to be here among you today - a great honour to be able to give you a little information about my country, Switzerland, and above all a great joy to look forward to the numerous exchanges of views that will be possible on the occasion of a meeting of this kind. Henceforth our international seminars should indeed have the character of exchanges, so that we can all have the benefit of each other's experience.

As recommended by the Assembly of Delegates at Jakarta in 1978, WCOTP decided to lay special emphasis, in this two-year period, on the problem of teacher training. After the numerous seminars and assemblies that had taken place, after the adoption of numerous recommendations that included frequent reference to the preparation of teaching personnel, it had become necessary to bring all the various elements together and to define our Confederation's policy on training for the 1980's.

Your reactions and the statements you make in the course of this seminar will constitute an important contribution in the pursuit of such an objective. They will give us a better understanding of the level and type of training to which teachers in this part of the world aspire. As you know, that training is one of the decisive factors for improvement of the teacher's status, It is of capital importance as regards not only the material status of the teacher, but also his moral status, his rank in society, the prestige in which he is held by his fellow citizens. Conversely, the teacher's level of training determines the prestige and reputation of the educational establishment; frequently, at least in my own country, the gulf between different types of schools corresponds to the different levels of training required of teachers in order to teach in the schools concerned. Frequently - and I can give you several examples - opposition to any improvement in the preparation of teachers or certain categories of teachers is in fact concealing a desire to keep teachers and their schools in a disadvantageous situation.

The task incumbent on me today - that of describing the position of teachers in Swiss society - is particularly delicate, because there is no such thing as the Swiss teacher, there is no such thing as the Swiss society. As you may know, Switzerland is first and foremost an agglomerate of four linguistic regions whose respective languages are German, French, Italian and Romanche; the first three of these regions have fairly intensive cultural exchanges with their near neighbours, namely Germany, France and Italy. But Switzerland is still more complicated than that, it is a confederation composed of 26 republics of varying size and importance, 26 miniature States each with its own government and parliament, its own legal and financial system of course, but above all, each with its own educational system that has developed in the course of the individual history of each canton. I can rightly state, therefore, that there are as many differences between the educational structures of two Swiss cantons, even if they are within the same linguistic region, as between one of those cantons and a neighbouring country. Those differences concern all the component elements of the educational system, and in particular the status of teachers. In certain cantons - that being the term we use to designate each of the States in the Confederation - elementary school teachers receive only four years' training that begins at the end of their compulsory schooling, at age 16, while in other cantons their training lasts seven years, as in the case of Geneva.

Another component element of the teacher's status - salary - can also vary from one canton to another. The salary of a university professor in one canton may be lower than that of a teacher in an upper secondary school in the neighbouring canton. The esteem that a teacher enjoys is also an aspect specific to each canton, and it has a direct implication on the nature of any trade-union engagement. Whereas teachers in cantons such as Geneva are quite naturally trade-union members and support the other wage-earners, those in other cantons are not assimilated in the same way and feel that their role in society precludes their participation in certain aspects of trade-union claims.

And so, if you happen to meet a Swiss colleague, do not take the risk of asking him to explain his country's educational system, for he will invariably reply: "That depends on the cantons." Instead, ask him how public education is organized in his particular canton.

Some historical considerations

In the old continent more than anywhere else, the present role of the teacher and his situation in the society of his country are the outcome of a history that is very lengthy in some instances; a history that cannot be dissociated from that of Education and of History itself - that of the human being's long struggle for freedom and for better living conditions. Often, therefore an educational structure is nothing but a reflection of the social and political structure at a given moment, and the divisions that are characteristic of it are frequently only a projection of social and cultural divisions.

Before the French revolution, education of young people was mainly a matter for the Church; and in the rare cases where the Church did not take on that function, it exercised close supervision over the schools of the time. In the old order of things, the aims of education were intermingled with those of religion. And like philosophy, which was considered as the handmaiden of theology, the rudimentary education available to the most underprivileged strata of society just before the French revolution was primarily designed to secure eternal salvation. In the old order of things, the schoolmaster was in fact merely the priest's assistant. This situation is particularly well brought out in the recommendation made by the Prince who governed my country in 1784 - a prince who was in addition a bishop:

> "Our constant paternalistic concern for the wellbeing of our subjects having led us to give particular attention to ensuring that in the schools there are masters capable of instructing young people in the truths of religion; of educating them in virtue and good principles, and teaching them everything they need to know for their temporal wellbeing and above all their eternal salvation. Having furthermore deemed it necessary to establish and regulate a most befitting status for the schoolmasters of each community in order to find more readily a person of irreproachable conduct, fully versed in the truths and principles of our holy religion, who has a fair hand and a sufficient knowledge of arithmetic and of plainsong, and who, therefore, is capable of instructing young people in christianity and good principles; of teaching them to read and write .... Wherefore we order the following ...."

These opening considerations are followed by a regulation in sixteen points which is a veritable teacher's statute. Several times, it stipulates that the schoolmaster is directly answerable to the parish priest; indeed, that relationship has even survived down to our own era in certain country areas where quite frequently the village priest is chairman of the School Board, the local supervisory authority. In many cantons, a large number of educational tasks are still entrusted to the church - among them, the training of teachers.

If we look back again to former times, the schoolmaster was a servant of the parish priest, acting as sexton on occasion and as verger every Sunday; his inadequate training and limited personal culture in no way contributed to freeing him from the parish priest's authority - quite the contrary. We do not have much information about the training of teachers in those days, but one can assume that young schoolmasters learnt by working alongside their elders. Many of the latter found themselves obliged to take on an assistant because of the large number of pupils in the one and only class. While supervising the children, the assistant gradually acquired the tricks of the trade, so to speak, in preparation for his future functions. In many cases, he was the schoolmaster's own son, and eventually took his place, so that there came to be families of teachers. In other cases, teachers were craftsmen or former soldiers who could wield the cane more easily than conjugate verbs.

During the revolutionary period and in particular under the régime of Napoleon whose effects were felt in every region of Switzerland, more attention seems to have been given to the higher schools than to those the people needed most. Yet there was one glimmer of hope - the remarkable experimental work done by Pestalozzi who established one of the first teacher training institutions at that very time.

The French Empire fell, and with the restoration of the monarchy came a waning of enthusiasm. There was a proper place for everyone: the élite and the common people, the professors and the teachers of the common people.

In 1816, the Frenchman Guizot defined in extremely clear and elitist terms the bases of the school institution; those bases have survived until now and they are the only reason for the separation that still exists in most of the Swiss cantons, between secondary education and primary education.

According to Guizot,

> "The State provides education and instruction to those who would otherwise receive none. Such is the purpose of all public education establishments. There is no profession that does not require certain acquirements of knowledge without which man could not work profitably either for society or for himself. There is, therefore, a certain kind of education and a certain level of instruction that are necessary for every citizen of the State .... That is termed primary education. It must include the precepts of religion and morality, the general duties of men in society, together with those acquirements of knowledge that have become useful and almost necessary in all circumstances, in the interest both of the State and of each individual person.
>
> "Similarly, there is a certain kind of education that is indispensable for men who are destined to have leisure and ease or who take up the higher liberal professions such as trade,literature, etc. Since enlightenment has spread, it must necessarily accompany the superiority of rank or fortune. Otherwise, that superiority would remain disregarded and unrecognised. Since knowledge has become a real power, it is indispensable for all those who, by virtue of their situation, are obliged or called upon to exert any influence on others, failing which they would fall back to a lower rank ...
>
> "There lies the objective of secondary education ...
> it includes everything one needs to know to be a well brought up person - that is to say, in the present state of society and of learning, the principles of reasoning and taste, knowledge of the learned languages that have preserved the true models for us, national history and literature, and the elements of the natural and exact sciences."

Forgive me this lengthy quotation, but I think it well reflects the elitist idea that developed of two levels of education; and I would underline once more that this concept can still be seen today in educational realities and in what is said by certain university representatives.

The status of primary school teachers

Like their pupils from the common people, primary school teachers, recruited from among the people, were for a very long time to be excluded from what is customarily termed culture - liberal culture or humanistic culture, which was to remain reserved for the privileged class.

When from 1830 onwards liberal governments took office in many Swiss cantons, the effect on education was not what had been expected, and the elitist conception of school still continued. Nevertheless, the new political regimes of the various cantons gave attention to improving the status of teachers and encouraged the opening of the first teacher training establishments - the "écoles normales" - between 1835 abd 1845.

But although the ordinary schoolmaster now had a recognised right to specific training, that did not mean that he was to be allowed to share in the privileges of the bourgeoisie and to partake of the joys deriving from culture. His training was deliberately kept utilitarian and of a limited character.

The liberals in power came from the well-to-do classes of the bourgeoisie; they feared that a teacher too well-educated could sow the seeds of liberation among the masses. To adapt the idea of Montaigne, they considered it preferable for the schoolteacher to have a well-modeled head (meaning, very docile) rather than a well-filled one (in other words, full of subversive and dangerous ideas).

In 1839, making a first review of the teacher-training institute of Vaud canton, a minister stated that for the general training of a teacher there was absolutely no need to go beyond the most readily applicable and most essential concepts, because those institutes were working for the primary schools - for the largest category - and it would be a great mistake for them to embark on a range of ideas that was too lofty or of no relevance for the ordinary things of life.

The call was already being heard for secondary education in favour of the primary teacher; the reply given was that the courses given in secondary education would not be suitable for teachers who must, above all, remain simple and must teach in a way appropriate for most common level of intelligence.

A further danger was seen in the possibility that a future primary teacher who went through secondary school might tend to be arrogant and pass on his own acquired knowledge to primary school classes, at the risk of being an object of ridicule on the part of his pupils and their parents.

In 1839, and formany years after, care was taken to leave our primary teachers and schools in a context of simplicity and modesty: it was felt that the teaching given would be more clear, more solid, more readily applicable and that the people would be happier. That was wisdom only in appearance, unsuccessfully concealing a fear that the school might become an instrument of emancipation for the people.

The teacher breaks away from the parish priest

Although the teacher training institutes had only limited ambitions, they soon came up against reaction from the Church which was unwilling to relinquish its education mission. In the 1840's, the conflict developed with the emergence of radicalism, more progressive and more outspokenly anti-clerical. The young radical party in office did not merely want to entrust the education of young people to the State, but believed that the Church should be forbidden to engage in any teaching activities. In Switzerland, the new struggle to free the schools from Church supervision was closely interlinked with the denomination problems that emerged all over the country in the middle of the last century - fratricidal struggles which in 1847 almost caused the confederation to break up. The cantons with a radical majority, which had just ordered closure of the monasteries and forbidden the Church to engage in any educational activities, tried to impose that point of view by force on cantons where the conservative majority had remained attached to the Roman Catholic church and certain of its orders, such as the Jesuit order. The conflict was milder, there was even no conflict, in those cantons where the population had supported the reformation. In those states, the Church had a cantonal or national character; clergymen, like teachers, were State employees and under the local authorities only. So there was no danger of interference by a foreign authority in education, as in the case of the Catholic cantons where the parish priests were answerable to Rome. And whereas relations were relatively good between Protestant clergymen and teachers in the reformed cantons, there was a real struggle for influence in certain Catholic regions between parish priests and radical teachers. Faced with the Roman Catholic church, many primary teachers were soon to become what the French supporters of secular education called "the black hussars of the republic".

It was soon after these disturbances and perhaps because of this new realization and enfranchisement of some teachers from Church authority, that the first teachers' organizations were set up. Although essentially of a corporative nature those first organizations were a breeding-ground for new ideas about education - ideas that were progressive and even revolutionary for the times.

The Swiss teacher between 1870 and 1960

It was between 1870 and the end of the second world war that the classical model of a primary schoolmaster developed in our country - the "régent" as people said in the country districts. At the early age of 19, this village schoolmaster found himself in charge of a class comprising children from 7 to 14 or 15 years old, and sometimes with as many as 50 or 60 pupils in the class. Having come from the people himself, the schoolmaster was quite at ease in his own social environment. His knowledge gave him a certain prestige which only the parish priest could dispute. Although materially far from well off, he had great influence in the village where, because of his various talents, he might be simultaneously church choir-master, bandmaster, municipal councellor or secretary of the municipality. He was often the innovating spirit of the village. Even today, it is not rare to see the schoolmaster appointed as mayor of the municipality. The history of certain villages was marked deeply by many teachers in this category, and with some nostalgia we speak of the "régent" of former times, his absolute knowledge, his authority, and his flawless moral conduct - or so it seemed.

Serving children, the people and institutions, the old-style teacher often took on responsibilities outside the town or village. He took an active part in political life at the cantonal and federal levels, and was elected to the cantonal parliament or even the federal parliament. This political path led some teachers to high State office - for example, minister for education in the cantonal government. In the Swiss army, his status as a leader in civilian life often led to his becomingan officer. In certain regions it was customary for the schoolmaster to hold high army rank.

These various auxiliary responsibilities were sometimes so absorbing that one may wonder whether teaching had not become the subsidiary occupation of a schoolmaster. His salary being very low, the payment he received for some of these tasks served to augment his income. In order better to understand the degree to which the teacher was integrated in the local community, one should remember and even underline that he was often elected by that community. At times of unemployment in the teaching profession, anyone hoping to be elected had to visit all the electors in the municipality or village to canvass for votes. Very frequently, election of the schoolmaster by the local population was a frankly political exercise. Indeed, the teacher entered political life at the time of his election. His political leanings, which had to coincide with the majority trend in the village or region concerned, were in no way brought into question by the population. The contrary attitude might rather have been a matter for reproach, if the teacher retreated into an ivory tower.

In the canton of Berne, one of the principal Swiss cantons, the political activity of teachers and in particular the large number of teachers elected to the cantonal parliament has resulted in acceptance of salary claims in recent years, such claims being a matter for the cantonal parliament. Before each session of the parliament, when educational matters are to be taken up, the teachers' organization of the canton convenes those teachers in parliament to attend a special meeting with the committee, in order to determine a common front to be adopted in parliament. Action of this kind is not possible in all the cantons, in particular in those where teachers are considered to be State employees and accordingly not eligible for election to parliament.

In many cantons the teacher's legal status is ambiguous or ill defined, particularly in the rural cantons where each village has a large measure of autonomy; although elected by the village inhabitants, the teacher does not have the same status as the municipal employees, so that, as we have seen, he can accept political office. Without being a municipal, cantonal or federal employee, he nevertheless enjoys all their rights, so that sometimes he is in a more enviable situation. Of course, there are not only advantages; for example, up until 1973 the salaries of teachers, and of cantonal employees, was determined in my canton by the people. Voting took place on the matter periodically, and often reflected the popularity of the teaching staff; it was also, however, an opportunity for envious or bad-tempered voters to complain that the teacher was too well paid, taking into account the long holidays he enjoyed.

From the professional aspect, and particularly in the rural or German-speaking cantons, the teacher has a large measure of autonomy. He is free to choose his teaching methods; the only constraint is that of the curriculum and it is not unduly restrictive, because often only the broad outlines are stipulated. The local supervisory authority - the School Board - has only administrative responsibilities, with no authority to comment on the schoolmaster's teaching methods. At most, it can intervene if a teacher draws attention to himself by some flagrant shortcoming, such as lagging behind the school programme. With the exception of Geneva where there is an impressive staff of school inspectors and educational counsellors, the Swiss teacher does not know what it is to fear the inspector. In many cantons, the inspector is an ordinary citizen with no specific training, often chosen on the basis of political criteria, and exercising only administrative supervision. How could things be otherwise for someone at the head of a school district comprising as many as 200 to 300 classes? Unlike what happens in France, the inspector does not give any marks to the teacher he visits, and any reports he may write after visiting a class are of no formal significance since, as we have already seen, in many localities the teachers are appointed by the people.

In recent years, following the creation of associations of parents of pupils, teachers have had to face increasing pressures of a pedagogical nature. Parents dare to do what the school boards refrained from, making comments to the teacher regarding his methods. In French-speaking Switzerland, the introduction of curricula common to all the cantons has also contributed to restrict the teacher's professional freedom. The new programmes are much more detailed; their implementation is evaluated by a research service, and the teacher is obliged to abide by them fairly closely. We may note in passing that these programmes have a further effect on school structure: being intended for classes comprising only one grade of pupils, they are difficult to apply in rural areas where it is not infrequent to find classes comprising 3 to 5 grades, sometimes even all the grades. If the programmes are to be implemented it then becomes necessary to merge two or more schools and to close schools in villages where the pupils are not sufficiently numerous. Introduction of these new curricula has not brought only disadvantages, though; the main result has been that of allowing teachers to consult each other and to reformulate jointly the structure of their school. First at the level of defining curricula, which is done by the teachers with occasional expert assistance, then at the level of retraining. Curriculum reform has also allowed a better appreciation of the significance of teachers' organisations which can now engage in discussions with the cantonal school authorities. No novel pedagogical project has any chance of success unless endorsed by the teachers' organisations.

Toward a new teacher profile in Switzerland

The teacher profile as we have just described it is now tending to change. Leaving aside social and political considerations and the evolution of social customs and principles, certain internal factors have played a dominant role. First of all, one must mention the recruitment procedure for teacher candidates. Before the system of study grants developed, the traditional "Ecole normale" - the teacher training institute - offered the only possibility for working-class children to accede to secondary education. The "Ecole normale" was a veritable springboard for moving from one class of society to another; it offered the tempting advantages of cost-free studies in a residential establishment, with the prospect of a good and stable job from the age of 19 or 20. There were many candidates, and selection could be made among the best pupils who were completing their compulsory schooling. Up until the 1960's, at least in my own canton, young people from families in the liberal professions were the only ones who ventured to enter secondary school, the royal road to university. The "Ecole normale" was the secondary school of the poor. Until our own times, it was a promotion to become a teacher.

Democratization of studies had the practical consequence of shifting many highly talented young people away from the "Ecole normale", of giving them the opportunity of longer studies for which they could now obtain the same financial advantages. For the past fifteen years or so, teacher-training candidates have been of relatively mediocre quality - young people with no great motivation for whom the "Ecole normale" has become a waiting-room pending something better.

In the "Ecole normale" of which I was director, few if any of the pupils were of an intellectual standard that would have enabled them to graduate from upper secondary school. The situation is different in the other teacher-training establishment in my home region, which is for girls only; they still see the teaching profession as a social promotion, offering the possibility of a job which enhanced prestige and in which they can be independent, so the level of recruitment is considerably higher.

Not surprisingly, this has resulted in a larger number of women in the profession, particularly in regions where teachers of both sexes are trained in the same establishment, the reason being that in the admission examination, the higher intellectual level of girls results in the elimination of many boys who are candidates. Being aware of this problem and concerned to restore a balance within the teaching profession, the authorities of one Swiss canton even considered the possibility of proposing a differential examination for admission to "Ecole normale", requiring higher standards of female candidates. Fortunately, this discriminatory proposal was strongly opposed by the teachers' organisations and then rejected by the cantonal parliament. I have been told, however, that this will not prevent the "Ecole normale" teaching staff and the admission examiners from being more lenient with regard to boys. It is important to note, furthermore, that this feminisation tendency can also be seen when pedagogical studies come after upper secondary education - in other words, in parallel with university studies - so that this phenomenon is not limited to primary education alone.

This considerable change in the population sample from which teacher candidates are now drawn has also affected to no small extent the relations between teacher and population of villages, and sometimes even led to pronounced deterioration of the teacher's prestige. In former times, the teacher was often from a farming family, and integration in the village was easy; a teacher coming from a working-class family of an urban area encounters more difficulties and may less readily understand the problems of a rural area. He does not enjoy having a conspicuous position in village life, his popularity is a burden.

In the country, young teachers are no longer prepared to take on all the responsibilities of their predecessor; they consider that their mission is exclusively of a school nature. To enjoy their freedom better, and taking advantage of improved transport facilities, many of them go to live in a neighbouring village or in the nearest town or city, where they can do as they please. The local authorities are not pleased about this flight of any young teacher from what they believe to be his responsibilities. Sometimes they react by enforcing existing regulations requiring the teacher to take up residence in the village where he teaches.

Whereas his predecessor was often one of the pillars of the majority political current in a village, today's young teacher no longer feels any reticence about displaying an extremist and militant political attitude. Unlike what used to happen, his militant attitude is sharply criticised because it does not coincide with the majority view. The complaint may be heard that he is engaging in politics rather than concerning himself exclusively with his class.

In the past, teachers in many of the cantons were officers in the army; today, some of them adopt a frankly anti-militaristic attitude and declare themselves to be conscientious objectors - at the risk of losing their job in some cantons.

So long as the teacher's political options coincided with those of the majority - or at least those of the local authorities - there seems to have been few misgivings about the political influence that he might exercise in class. Today, realising that he is more easily inclined to support political movements that in some cases are in disagreement with the very structure of the State, the authorities expect a teacher to remain strictly neutral within the classroom walls. Some cantons have even deemed it advisable to lay down directives in that regard. In 1970, the Education Department of the canton where I now live published the following recommendation:

> "Teachers are to refrain from taking a position, in the exercise of their functions, on any matter that is of a polemical character in current circumstances. If he cannot not avoid touching on a controversial issue, it is at the least his duty to present with the utmost objectivity the argument contrary to his own. He is abusing his position of responsibility if, in the context of his pedagogical activities, he tries to indoctrinate his pupils or encourage them to join any movement".

The author of that recommendation was skilful enough to avoid using the word "politics", although in actual fact any controversy in the classroom is quite likely to be rooted in politics.

In other regions, they went further then a mere recommendation and teachers whose political views were deemed too extreme were excluded from the teaching profession. Of course, it was done tactfully, and the authorities were not called upon to intervene in the matter since the decision to extend or to terminate the teacher's employment was a matter for the local population. And after all, the people have the last word - even when in the wrong!

Fortunately, however, such cases are still the exception, and most teachers have no complaint about their status in Swiss society, in any case from the political aspect, as from the material aspect.

Confessional autonomy ... political autonomy ... toward intellectual autonomy

From an overall aspect, our historical review of the teacher's role in Swiss society, or rather within some sample sectors of that "society", has shown us that there has been a continuing trend toward autonomy of the educational function:

- Toward the end of the old regime, and until the middle of the nineteenth century, prime concern was to win freedom from Church supervision.
- In the middle of this century, the teaching profession felt the need to manifest its independence from the political authorities which, a century earlier, has freed it from Church supervision.
- Today, more or less freed from those constraints, many teachers in Switzerland are aspiring toward intellectual autonomy; such autonomy is considered by the leaders of the primary teachers' organisations as being the essential condition for revalorising the profession. The secondary teacher, university-trained, has enjoyed intellectual freedom for a very long time, and it gives him a social status that is definitely more enviable.

Attainment of this third level of autonomy must therefore be through unification of the teaching profession, which is linked to unification of training and elimination of the separations that are still characteristic of the Swiss educational system in most cantons.

This lack of unity in the teaching profession, this lack of intellectual autonomy for some schoolteachers and the discriminations that result for children have been at the centre of the concerns of the teachers' organisations in recent years. In particular, one such organisation, the "Société pédagogique romande" stated on the occasion of a recent congress that:

> "Because of the absence of recognized aims, a child's education, being entrusted to a succession of different persons and different establishments, presents a flagrant lack of unity. Faced with divergent attitudes, methods and requirements, the child is inevitably disconcerted and cannot take advantage of the wealth he could derive from the resources of the various educational facilities ...
>
> The independence of the various levels of education - pre-school, primary school, lower secondary education, upper secondary education, university (to take only the royal road of the educational system) - has resulted in entities that differ even in their respective objectives, their psychological fundaments. There is no longer any ultimate school objective to which the succesive educational authorities could subscribe, except perhaps that, from the beginning to the end of schooling, one tries to prepare for the next stage - that is to say, ultimately, entry to university.
>
> This fierce independence as between the various levels of education is, however, not merely limited to pedagogical innovations - it is inherent in our educational system as a whole. Teacher training alone, which is specific to each level of education, can suffice to explain the gaps to be found in education.
>
> Training and the resulting professional status lead to a professional hierarchy, to corporative separations whose effects on educational methods are clear to see ..."

Piaget, who lives in Geneva and so is familiar with such a discussion, holds the view that:

> "The truth is that, in our present-day societies, the profession of educator has not yet attained its rightful status in the scale of intellectual values ... the general reason is, of course, that the schoolmaster is not considered either by other people or - what is worse - by himself, in general, as being a specialist from the twofold aspect of technique and of scientific creation, but merely as an agent for transmitting knowledge, for bringing it within everyone's reach. In other words, a good teacher is considered to be doing what is expected of him when he has an elementary degree of culture and has learned a few reliable recipes for passing on that culture to his pupils".

For the great expert in genetic psychology, teaching is so important that it deserves to be ranked among the liberal professions, from both the intellectual aspect and the material aspect:

> "broadly speaking, he says, medicine is the achievement of doctors, the engineering sciences are constructed by engineers, and so on. Why, then, is

> it only to such a limited extent that the science of teaching is the achievement of teachers? That is a serious and ever-topical problem ...
>
> Why is it, he askshimself, that the great mass of educators striving throughout the world with such dedication and, in general, such competence does not bring forth an elite of researchers who could establish teaching as a scientific and a living discipline, on the same basis as all the applied disciplines, participating at the same time in art and in science?"

The present aspiration, therefore, is that the primary teacher should more and more become an education specialist who can heed in a conscious and critical manner the recommendations made by the authorities, and can participate in a responsible and lucid way in the process of educational innovation.

This education specialist, who should begin his pedagogical studies only after completing upper secondary education - that is to say, at age 19 or 20 - should receive his training at university, or at least in some decentralized institution offering a comparable level of training. The present evolution of society requires of such a specialist an ever-higher level of intellectual attainment.

Teacher training is one of the major themes of pedagogical discussion in Switzerland at present. The opinions voiced are far from being concordant, even among the specialists. After more than four years of work, an expert committee appointed to define a model training programme, applicable throughout Switzerland, for the teachers of tomorrow, did not even succeed in reaching a compromise between the two principal bodies of opinion: on the one hand, the supporters of the traditional "Ecole normale", who contend that one can very well embark on pedagogical studies from the age of 16, in an integrated structure; on the other hand, the defenders of training at university level who question the wisdom of opting at age 16 for a profession that is so demanding.

Corresponding roughly to these pedagogical bodies of opinion are options entirely unconnected with pedagogical matters.

For the Left wing, looking only at the political aspect, unification of the teacher training is essential for democratisation of education and for eliminating privileged educational channels.

For the Right wing, university is an environment which, more than the traditional "Ecole normale", is a vehicle for extremist or revolutionary ideas.

In the rural ideas, there are misgivings that a university-trained teacher might lose contact with reality and might become too pedantic and conscious of his own learning.

In some traditionally catholic regions, the fact that the teacher might be more learned than the parish priest is not looked upon favourably.

Despite everything, ideas are progressing, even though sometimes to the cost of their defenders. In Switzerland more than anywhere else, one must never rush things - time must be left to do its work.

The Swiss teacher and trade-union activities

So far, we have barely touched on the attitude of the Swiss teachers toward the trade-union movement. Here again, there are great differences between the regions, differences of attitude between linguistic regions and between denominational regions. Differences too according to the influence that foreign countries may have on the region concerned.

Geneva is a French-speaking city, very near to France, and deeply marked by the presence of international organisations. In Geneva, the cantonal teachers' organisation is frankly trade-unionist and considers itself associated with the other categories of workers or wage-earners. Most of its members, if they engage in any political activity, do so in movements favourable to the trade-unions. The teachers' trade-union of Geneva, which still calls itself the "Société pédagogique genevoise", is waging a determined campaign to achieve a better material status for teachers. In certain cases, it does not hesitate to act alongside other trade-union organisations, or at least to express its support for their action.

In the newest of the Swiss cantons, which won its autonomy early in 1979, the teachers have decided to call their organisation a "trade-union", and their activities are consistent with that designation. The situation is similar in Neuchâtel, another French-speaking frontier canton, where some teachers, being dissatisfied with their own cantonal organisation, have joined a section of the "Syndicat suisse de la fonction publique" (Swiss civil servants' trade-union).

We have already mentioned in passing the "Société pédagogique romande" which comprises the primary teachers' organisations of French-speaking Switzerland. Although in recent years it has been engaging in frankly trade-unionistic activities, spurred on by its more progressive member sections, in the interest of unity it has to be cautious in regard to its title. The reason is that the very term of trade-unionism arouses grave suspicions in the two traditionally catholic cantons of Valais and Fribourg. In those two regions, where the Christian Democrats are the leading political party, trade-unions are considered as sections of Left-wing parties or as being pledged to support them. In these cantons, the professional status of teachers is such that they do not consider themselves assimilated with other categories of wage-earners, and they would never contemplate any reaction such as a strike.

An identical attitude can be seen in German-speaking Switzerland where the principal teachers' organization - the "Schweizer Lehrer Verein" - refuses to be considered as a trade-union, here again because of the political tinge that is implicit in the term. At present, neither the SPR nor the SLV is affiliated to any group of trade-unions.

The secondary teachers are in an even clearer situation, in that their existing professional organisations have neither the name nor the character of a trade-union. They are mainly concerned with professional matters, and they do not claim to defend the material status of their members. Such an attitude, in contrast with that of the primary teachers. undoubtedly stems from the conception that secondary teachers have of themselves; being university graduates, they are nearer to the liberal professions and their salaries are higher.

Here the weight of tradition can be felt, and the transition is not always easy from a purely pedagogical association to a real trade-union.

On the other hand, it may well seem contradictory to aim simultaneously for closer integration in the workers' world and for a professional status carrying intellectual prestige equal to that of the liberal professions.

All this, Ladies and Gentlemen, is part and parcel of the ambiguities peculiar to Switzerland, which is the country of compromise in the highest sense - compromise lies at the very base of its existence, as at the base of any institution that wants to go beyond the frontiers of any natural, linguistic or denominational region. Those ambiguities also stem from Switzerlands democratic political system, in which power is parcelled out to the extreme and the ordinary citizen can be called upon, through a constitutional initiative or a legislative referendum, to give his opinion on everything or nothing, on fundamental options or on administrative details that are sometimes beyond his ken - ranging from legislation on abortion to teacher training and determination of the material status of teachers.

The task entrusted to me has not been easy, Ladies and Gentlemen - to speak to you about the teacher in Swiss society, in this mosaic of states, of languages and of religions that together make up Switzerland. What I have sketched out to you is far from being a representative sample of the situation in Switzerland, still less a model, for there is none.

The teacher I have tried to describe to you is sometimes from the Jura (which is where I come from, the region I know best, the canton that I was helping to form for ten years); sometimes he is the Geneva teacher, in close contact with city-dwellers who care little for tradition; sometimes he is a Swiss-German teacher, closely attached to folklore and keen to preserve traditional characteristics. He may be a devout catholic teacher, trained by priests in the spirit of religion, or a non-denominational teacher, trained in the rationalistic school of the radical thinkers ... always supposing that he has not yet been won over by ideas that are more modern .... or more subversive!

There you have the teacher in Switzerland:

- 25 different status
- remunerated in 25 different ways
- trained in nearly 25 different ways
- and defended by 25 cantonal organisations which are also different one from the other.

EDUCATION FOR THE TEACHING PROFESSION

By Stanley Mayers
Barbados Union of Teachers

This topic states positively that there is a teaching profession.

Since the workshop deals with today's Caribbean teacher as a professional it may be worthwhile to be briefly introspective about ourselves and our profession if we may call it that.

The term profession is itself a difficult one to define conclusively. One reason for this is that the term seems to inspire various connotations and values. Is is easy to identify law and medicine as professions since traditionally those disciplines have been categorized as such although the reason for this might never have been explained.

Looking at those two professions one observes that they contain the following components, namely, a considerable body of specialized knowledge not readily accessible to everyone in a community, the ability of their members to define themselves and determine their own development and finally, the ability to provide a great measure of financial independence for their members.

Although teaching may be justifiably said to contain the first component, in the Caribbean it may be difficult to claim satisfactorily that teaching contains the other two components mentioned. In the Caribbean it is unusual to find teachers who are not employees either of Government or of private entrepreneurs and this may be partly responsible for the failure of teaching in the Caribbean to determine its own status and goals.

Perhaps this is too rigid an approach but adoption of a less stringent one does not make it any easier to define a profession. One speaks for example of a professional boxer or professional cricketer, but would one speak of sport as a profession?

It may be easier to use the term professional since this allows one to include anyone who is highly skilled in a particular field either through formal training or experience and who earns a living from it. The term also connotes high standards of performance, dedication to duty and permanent employment in a particular field of endeavour even if one is inclined to accept some stratification among the various types of professionals.

Whether or not teaching is defined as a profession, the teacher as an individual should be a professional in the way he or she is prepared for the teaching career and carries it out and it is this preparation which the topic seeks to deal with. One should attempt to determine whether or not today's Caribbean teacher is adequately prepared for the task of teaching in the Caribbean today.

One may safely assume that the various territories attempt to provide their teacher training institutions with curricula which are abreast with modern educational thought and practice and it will not be the thrust of this paper to discuss the conventional elements of teacher training in detail. It is not intended to imply that educational psychology, teaching methods, child studies and the like are unworthy of discussion, it is simply that they are familiar and sufficiently well established as to make any detailed discussion of them superfluous. We need, however, to ponder whether these skills, once obtained, are being applied to maximum advantage.

Education does not take place in a vacuum but rather, it is an attempt to have an effect on children who are products of the society. It would therefore be desirable for the educators to be well informed about the society at all times and to be sure about the kind of individuals the society wishes the younger generation to become. Perhaps it might not be too presumptious to suggest that the teachers could function as advisers to the society about such matters when the society itself is unsure.

The Caribbean today is undergoing a period of insecurity and turmoil. Older leaders are being challenged by younger, less patient persons. Many traditional values have been substantially eroded. Caribbean societies today are far more permissive than before and generally speaking more affluent than they were twenty years ago, inflation notwithstanding. The family is being affected by the fact that more and more mothers are working. Indeed, the traditional role of women is being brought drastically under attack and modification by women themselves, with an understandable modification of the traditional father figure. Then there is the indecision within the society about how discipline should be applied, accompanied by a growing unwillingness by adults themselves to accept traditional norms or discipline and authority.

Added to all this is the tremendous insecurity of post colonial Caribbean territories with limited resources and skills having to complete in the cut-throat world arena without much experience or bargaining power. We observe Caribbean people jumping from one ideology to another in a desperate attempt to find a model which can be applied in order to realize our national goals which at best are often only defined in the most deplorably glib and vague terms.

How is the teacher to surmount this especially when the teacher is also a product of society?

Apart from imparting academic knowledge, it is also the teacher's duty to provide society with a reasonably stable, well directed youth whose task it will be to carry on where their parents have left off. It is therefore, the teacher's inescapable duty to provide the young with a sense of purpose. The teacher's field is society and therefore the teacher must study his society, analyse it and be in a position to place the young on what is determined to be the correct path. In cases where a society falters and is unsure of itself, the teachers as professionals should provide the guidelines.

Teachers as professionals should analyse the society themselves in their own workshops and seminars and thereafter enter into dialogue with the policy makers to ensure that training colleges apply themselves to the task of producing teachers who are not only au fait with the current trends in society but who are also provided with the psychological courage to tackle them head on.

Some provision should be made for trained teachers to attend refresher courses. Such courses should also, in addition to revitalizing teaching methods and similar conventional aspects of education, ensure that teachers are kept abreast of new developments and trends in society.

Some provision should be made for teachers to enter the service already exposed to well thought out approaches to the attitudinal aspects of the teaching job, since new teachers are often school leavers who themselves are often lacking in direction and yet who are called upon, overnight as it were, to be educators.

Some provision should be made to ensure that University graduates who become teachers are trained to teach and also instilled with the desire to give back to society the academic skills they have obtained. Far too often graduates are expected to be teachers merely on the strength of an academic degree.

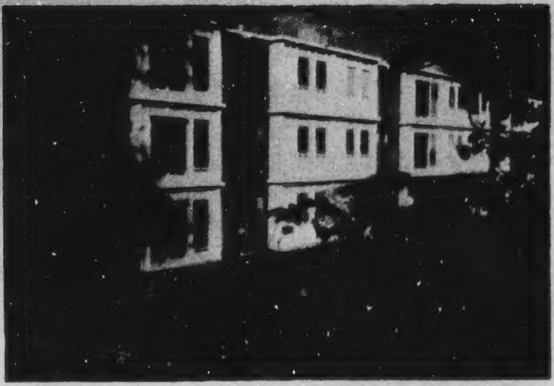
Teacher training colleges need to produce teachers who feel a deep commitment to the nation, who have a sense of duty and responsibility and who are proud to be teachers. It is not enough hark back to the 'good old days' when 'teachers were teachers.' Commitment and duty have to become part of the life of teacher training institutions. Training programmes should be structured in such a way that the attaining of these attitudes by teachers is not left to chance. Professionalism is not obtained by chance but by practice. Professionals do research, carry out studies, write books and pamphlets, read journals and write articles in them. They collect data and attempt to quantify it. They seek improvement and carry out experiments in order to achieve this. Teacher training should be so structured that each student teacher has the opportunity to do these things as part of training. Only then can a teacher be reasonably expected to function really professionally.

It was stated earlier that one criterion by which a profession could be judged was the ability of its members to define themselves and determine their own development. Caribbean teachers are not in a position to claim convincingly that this criterion applies to them. The norm in the Caribbean is for the Ministry of Education or some Board of Education to define teachers and to prescribe their role and scope. It is not being proposed that teachers should suddenly engage in sullen confrontation with the authorities. This will not transform teachers. Teachers' organisations must take the initiative and analyze the educational needs of Caribbean societies and make sound educational proposals which are capable of implementation. Some of these proposals should be designed to transform our training colleges to produce teachers who have acquired the skills and attitudes of professionals. This is important because our teachers acquire more of their lasting attitudes to teaching while attending training college.

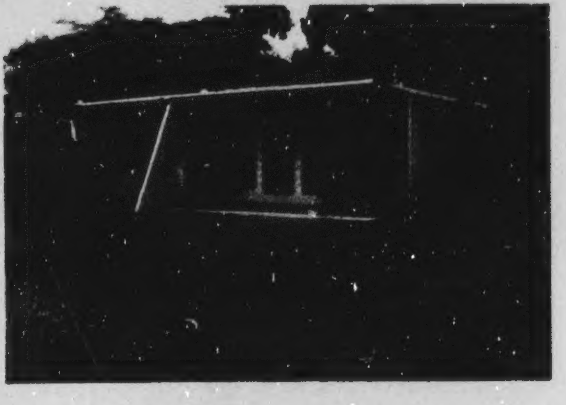
Should Caribbean teachers fail to strike out in this direction, they must forever remain unsure of their status and worth. Professional status is not an honour to be conferred. This status has to be earned.

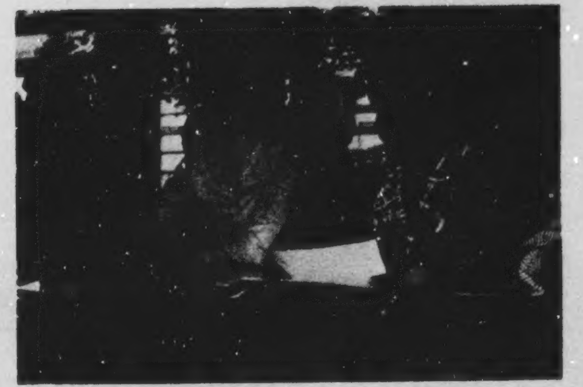
The officers for the final session seem happy with the outcome of the Workshop — (above from left to right) WCOTP Vice-President Jim Killeen, Jamaica Teachers' Association President Hugh Dawes and WCOTP Secretary General John Thompson... and so does JTA Secretary General and former WCOTP Vice-President Fay Saunders (below).

A serious moment and a joyful one... participants from different ends of the Caribbean study the draft recommendations, Eroll Cova from Curaçao (left) and Joe Clarke from St. Lucia; participants from all areas relax at Runaway Bay on Jamaica's north coast, near to where Christopher Columbus landed in 1493.



Shortwood Training College, Kingston where the Workshop participants were housed (above) and where their meetings were held (below).





Comparative studies on "The teacher as a professional in the 1980s" in Canada and Switzerland were presented by Paschal Chisholm, 1980-81 President of the Canadian Teachers' Federation (above) and Marc-Alain Berberat, Deputy Secretary General of WCOTP (below), with Cynthia Richards of Barbados to his left.

ACCEPTABLE PROFESSIONAL ACTION IN THE 80's

By Lesroy Merchant
Antigua Union of Teachers

We in the A.U.T. after carefully scrutinising the topic Acceptable Professional Action in the 1980's asked ourselves two main questions. One Professional Action Acceptable to whom? Such actions we concluded, must meet with the full approval of the vast majority of our members. These must also meet with the approval of other Progressive Fellow Unionists both within and without our nation.

We next asked ourselves in what type of acceptable professional action can we engage during the course of the 1980's? This we contended depended primarily on (a) the resources at our command, (b) the existing Industrial and Political Climate, (c) the objectives we set ourselves.

Having thus established a brief but comprehensive framework in which to discuss the topic, we then proceeded to examine it more fully, by observing firstly our objectives. These are:

(a) To achieve and maintain Job Security for all teachers in the State of Antigua and Bermuda.

(b) To ensure that working conditions are of such that teachers would function at their best.

(c) To secure wages that will enable teachers to cope with the cost of living.

(d) To play a leading role in influencing the Educational Policy of our twin-island state.

(e) To foster unity among all teachers in Antigua.

(f) To provide opportunities whereby all teachers may improve their professional skills.

(g) To stand in solidarity with workers in other sections of the working class.

(h) To so utilise the resources of the Teachers' Union that it will lead to the Economic and Social Development of all members.

AUT realises that in order to achieve its stated objectives that it must manoeuvre itself into a position from which it can effectively influence the political decision making process.

This is of the most urgent necessity since all progressive unions in our state by anti-workers legislations like the Industrial Court Act, are prevented from functioning effectively. We suffer from a further serious disability since in addition to these anti-workers legislations we are constrained to labour under the backward and reactionary General Orders.

In fact, the incumbent political party is so extremely hostile to the growth and development of any Progressive Union, especially in our profession, that even a mild form of Industrial action like peaceful picketing is ruthlessly put down with batons, tear-gas and guns.

We are consequently therefore, fully prepared to endorse a political party taking a pro-workers stand. If this move fails to produce the desired result we would not hesitate to field candidates in future elections. This is right in keeping UNESCO's position, since in its Recommendation concerning the Status of Teachers adopted at a Special Inter-Governmental Conference held in Paris in October 1966 it is stated in Chapter VIII Article 80. "Teachers should be free to exercise all civic rights generally enjoyed by citizens, and should be eligible for public office".

We are abundantly clear, however, that we cannot continually depend on politicians to act willingly in our best interest at all times. It is, therefore, mandatory that A.U.T. acquire the desired political and industrial leverage to force the hand of the politicians. We consequently are initiating actions that will broaden our power base. These include organising and mobilising all workers in Education from the Janitor right up to the school inspector. Afterwards we intend to lead in the establishment and development of a T.U.C.

In an effort to get workers to respond positively to repression we are presently utilising methods that would lead to more workers awareness and at the same time lift their level of combativity. These include Forums, Teaching, the publications of various periodicals and Joint Workers Rally.

The Economic base of A.U.T. must be significantly strengthened if it is to rise above its present position of weakness. During our last Industrial dispute the Government used the economic weapon against us in a most brutally effective manner. We wont be floored by the same punch twice. With that in mind we are extending and upgrading our Credit Union facilities. We are also in the process of instituting with Nevis and Montserrat a Credit Union Inter-Island lending facility. It is hoped that this will eventually extend to other E.C.C.M. territories.

We are further broadening and reinforcing our Economic base by establishing a Consumer Produce Co-op. Part of the profits realised from this venture is slated for our "Striking Fund". Members would now be more inclined to pay increase union dues and more fully support fund raising activities since the Co-op would considerably reduce their spending on Consumer Goods while increasing their income through purchase of their produce.

As would be realised the above mentioned activities demand more members of A.U.T. acquiring competence in various fields. We are therefore expanding and upgrading our training facilities at all levels. So far, we are offering courses to our members of O and A level at a minimum cost. We are exposing a wide cross section of our members to training in Industrial Relations and Management at various levels.

We have moved to have our members trained at the top level and at present, two are at a University in the United States.

Cognisant of the fact that the resources available to us would exercise a serious restraint on the number of persons we can effectively train, we are moving to control the issuing of Scholarships at Governmental level. This becomes even more necessary when we view the Government's chief criterion to be a scholarship holder both at the State College and at University. You must be a non-supporter and non-sympathiser of A.U.T. In fact, prospective scholarship holders are told explicitly that radicals would not be even considered for scholarships.

We see the further need for A.U.T. in the 1980's to make bolder steps in a progressive direction if we are able to be of significant service not only to our members, but the rest of the working class within and without our borders. We must, and never will go back into that narrow and confining backward position. We intend to keep on advancing and advancing all workers with us.

Whereas, traditionally the A.U.T. and no doubt its counterparts in the region, was mainly a Professional Association in which even orthodox Industrial actions like picketing were viewed with contempt, in the 80's, N.U.T. would not hesitate to take such actions. Again, in the past the A.U.T. existed almost in total isolation, having little or no meaningful political and social intercourse with the rest of the community. But in the period A.U.T. is engaging in action guaranteed to align it solidly with the masses.

Yes, in the past Professional Action was almost exclusively centred around professional training, and professional training activities with little or no thought given or concern shown for the plight of other workers.

But the 1980's is witnessing and will continue to witness a very marked shift away from the confine of pedagogy and narrow self serving interest towards a more comprehensive and advanced approach to Trade Unionism.

This is why we are not only prepared now to stand in complete solidarity with any group of workers fighting against injustice, but we are also prepared to put at their disposal whatever skill, knowledge or expertise we possess to aid in their overall growth and development as workers.

We have, therefore, set in motion a campaign against the low level of literacy existing in our state. We are deeply concerned not merely with improving workers competence in the three R's but in exposing them to new and very beneficial ideas that will serve to elevate them to a much higher plane of reasoning and understanding. It would of course, also greatly assist them to cope with the multiplicity of pressing, economic, social and political problems which daily beset them.

At present, we are conducting classes at different locations throughout the Island where workers and students from all walks of life can greatly enhance their competence an the three R's while at the same time come in close contact with revolutionary views in the field of economics, sociology and politics.

We have also made available to various learning institutions in our state, a vast number of text books and teaching aids. We have also made the service of our library much more accessible to the members of the general public.

In addition, to the above methods we intend to make maximum use of the media in our literary campaign. Thus far, we only have access to a proper press, but the T.V. and Radio Stations are not available to us for either love or money.

As mentioned earlier we are conducting Forums, Teachings and Joint Rallies as part of the mobilisation and organisation exercise. These will also form part and parcel of our literacy campaign.

At the regional level we make no bones about it, we intend through persistent agitation to be instrumental in getting C.U.T. to adopt a more progressive position and structure. It must no longer serve merely as a British Caribbean Teachers' Inter-Regional Association where little or any real worth is seriously discussed and implemented.

We must move, and move now to make C.U.T. truly representative. For how can we claim to have a C.U.T. when so many Caribbean Islands are still not members? It is high time for us to shed that narrow political chauvinistic attitude which is nothing but a yoke on the neck of our true advancement.

That is why we are saying that steps should be taken now and a formal invitation extended to our counterparts in the French and Spanish speaking West Indian territories to become members of C.U.T. For since we are people with a similar political, social and economic background, and some as in the case of Cuba have made great strides, there is much we can garner from them.

The foregoing then, is A.U.T.'s conception of the topic Acceptable Professional Action in the 80's.

ACCEPTABLE PROFESSIONAL ACTION IN THE 80's

BY RAPHAEL BAPTISTE
GRENADA UNION OF TEACHERS

The noble profession of teaching necessarily imposes serious and tremendous responsibility upon the teacher. A major part of that responsibility is historically inherent in the teaching profession. The duties and obligation to train young minds; to impart and to install the cultural norms, values, beliefs, laws, knowledge and practices of the entire gamut of society; to impart vital skills and trades which are indispensable for subsistence and existence; and to develop the critical, analytical and inventive talents of man to enable him to gain the capacity to generate essential and meaningful progress and development in society are the responsibility of the teacher as a professional in a dynamic sociological situation.

In view of this, any formal, institutionalized educational process must adopt and possess, of necessity, these objectives because the most basic and fundamental purpose of education is to serve for the improvement, development and satisfaction of human life. Consequently, an educational process must have a truly relevant and purposeful existence within its social milieu. It must be characterised by serious and conscientious reflection of the society in which it exists because its greatest utility and value are in society. Therefore to improve its usefulness, an educational system must be structured to deal with the needs, questions, issues and undertakings of the people whom it seeks to serve. In such a situation, the teacher, as a professional, has an important set of functional duties to perform for the realization of official and institutional goals.

Today, the Caribbean is a region which experiences several objective, social problems; most of which are typical of the nature of those which characterize those of the Third World in this contemporary modern age. In the Caribbean, the level of illeteracy offers serious rivalry to the level of literacy. In many territories of the region, illiteracy dominates literacy. There are frequent, numerous and extensive cases of malnutrition that occur sporadically. Poor and insufficient health care and medical facilities seem to be endemic to the area generally. Limited and poor housing accommodation is another problem that demands urgent attention.

The extremely high rate of unemployment, especially among the youth of the area, is one other dangerous social disease which is frustrating a significant section of our people and is causing them to lose their true self-esteem. These problems of the Caribbean society culminate into and, simultaneously, manifest a deplorable state of human underdevelopment and material backwardness. Although such a state of underdevelopment and backwardness normally would possess the potential to develop, upon conscientious and purposive reflection a revolutionary capacity for social amelioration, economic and material indigence collaborate with the misfortune of human deprivation and neglect to present a real predicament for effecting desirable social transformation.

In addition, the largely subservient, dependent and colonial character of Caribbean education systems generally is void of the critical and analytical quality which could operate under colonial or neo-colonial conditions to produce thought and action for social transformation. The voidness of the character of Caribbean education systems of the reflective quality for generating meaningful social change, is a legacy of the colonial era in the contemporary socialization process which maintains the status quo in the Caribbean. As a result, we find that today, there is a great reluctance even to question overt immoral behaviour.

Bearing in mind these disadvantages and iniquities of the Caribbean region, one would hope that the teacher, as a professional educator, would serve widely and would do so with unwavering commitment to his community. But instead, the teacher sees himself, and is forced to see himself, usually in isolation from the rest of his community. The expression "you are a teacher", is used sometimes to inform him that he is not supposed to be involved in normal activities of his community. As a result, he does not think about his society sufficiently. In the Caribbean teachers do not fully appreciate the non-academic subjects. Consequently, they neglect persons who have artistic and technical aptitude; even though the institutional organisation does not make provision for such talents.

There is a conventional teaching practice of over-emphasizing precepts and principles ostensible in a theoretical way. Children are not encouraged enough to learn through experimentation and observation. Frequently, teachers admonished children to become good citizens by being law-abiding. But to be simply a law-abiding citizen without being productive and contributive to the national wealth is a major deficiency. Very often, children are not held in high esteem by their professional educators. In most instances, their ideas seem to be disregarded. Resultantly such apparent indifference, on the part of educational instructors, does not foster the development of healthy critical and analytical minds in their educants.

Continued manifestation of these types of professional conduct cannot move the Caribbean from its present state of under development and backwardness.

Therefore, these types of professional action are unacceptable in the 1980's. Among the types of acceptable professional action which we yearn to see become prevalent throughout the Caribbean in the 1980's are:

1) The teacher being an integral committed and active part of his community;
2) Teachers appreciating and attempting to develop the technical and artistic talents of those whom they teach;
3) Incorporating more practical work in teaching methods;
4) Emphasising material production along with academic achievement;
5) Treating children as people who have rights and listening to them;
6) Getting them to develop realistic concepts of themselves;
7) Making them become patriotic, altruistic and socially conscious;
8) Getting them to develop a profound understanding of social and historical processes.

ACCEPTABLE PROFESSIONAL ACTION FOR THE 80's

BY HUGH DAWES
JAMAICA TEACHERS' ASSOCIATION

We could spend some time examining the topic and trying to get some consensus as to what is meant by "acceptable" and as Merchant said, "Acceptable to whom?". We note it should be acceptable in the 80's. How much acceptability that has been accorded to actions in the past will be considered relevant for the 80's should be a matter of note. Because we cannot measure progress nor decide on useful acceptability unless we have some yardstick by which we are going to measure these acceptable actions. My submission is that it is from the knowledge and experience of the past that we can objectively decide on what action we should develop for the future. As we decide that, however, we have got to be sensitively aware of the fluidity of the present times. As we grapple with the mountain heaps of the phenomenon of change all action must of necessity see modification as we adjust to the present tasks. We feel, though, that there are certain things that are so principled that we cannot change them without dismantling to the point of grotesque disfiguration those things that we have stood for in the past. As I would like to lead us to think of some of these things that although they will be applicable to the 80's they seem to enjoy longer life than just a particular decade. I am referring to the loyalty of the professional to his colleague, the teacher. The professional does not undermine the position or status or influence of any colleague. The teacher must refer to the association disputes which colleagues have arisen from his work or professional activities which he cannot privately resolve. The teacher must recognize the authority of school administrators and seek to influence administrative policies and practices through accepted channels. The teacher administrator must respect his staff members and must provide opportunities for them to participate in the decision making process of the school because this is going to be very important as administrator and teacher - the professionals in the school system - make new plans and adjust to the currency of the times.

We also feel that in the decade of the 80's the professional has got to be sensitively child-oriented and though times might change it should change to the extent that the teachers speak and act toward pupils in a respectful and dignified manner. The teacher should not discriminate against students on the basis of class, color, creed, status, religion or political belief. The teacher in the 80's must not intentionally expose the student to embarrassment or disparagement. The teacher in the 80's must not act in a manner such as might lead his students into breaches of the law, accepted moral or social codes of behavior. The professional in the 80's should not disclose confidential information about students unless disclosure serves professional purpose or is required by law. We also feel that what must be a characteristic of the professional of the 80's is that he must develop a very strong alignment, a very strong commitment to his professional organization because the professional cannot operate as a unit and carry the impact that he would have if he is a part of an association.

In this light the professional should adhere to association policy and decisions of its governing body and should seek change only through the association's constitutional channels because the professional of the 80's has got to exhibit a high level of discipline.

The unchangeable of the 80's should instruct the teacher that he has an obligation, he has a contractual responsibility to those by whom he is employed. He should therefore honor agreements. We have had experiences where a teacher accepts a job and changes his mind from accepting this new appointment and instead of giving notification the employing body just observes that he is reneging on his contractual obligation by not apprearing. We feel that the level of responsibility and acceptable action in the 80's should be so heightened that no professional would take such a route.

We also feel that in adjusting acceptable behavior and actions for the 80's the professional has got to be sensitively aware of his responsibility in helping to meet the social needs of the child and also to adjust to the psychological problems that children have. I would like to cite one situation in Jamaica: there was a time when the child in the school, wittingly or unwittingly, would feel less a person if he happens to be an illegitimate child. Whereas we are not encouraging that parents should freely have illegitimate children we are submitting that the professional of the 80's should be aware of the psychological damage that can be done to a child if he is made to feel less a person; he should see that this stigma does not affect the child's education.

I notice that my two colleagues have spent some time in addressing issues of politics as it affects their respective associations. I would like to share with this delegation the fact that from the experience of my investiture there are certain things that stand out and one of them is the charge and the oath that every new president of JTA has to take when he assumes office. A part of it that is stressed is that the JTA is non-partisan, non-political and non-sectarian and the incoming president is asked to pledge to abide by these standards. Because of that we of the JTA find that we are able to command a very high national respect and one of the examples of this is that this association has once a month a meeting with the Minister of Education where we discuss matters affecting education in Jamaica, where we discuss matters affecting our members and where we have these matters straightened out to very great benefit to the Association and to the educational process. We feel that this attitude of independence gives us the freedom to speak in favor or speak against certain national issues and whenever we do this the democratic processes are adhered to with great faithfulness.

In an organization as large as the JTA, with all its 17,000 members, we know we have people of various political persuasions and we feel the Association must not violate the sense of justice and fairplay. So whatever we do we feel it is a must that we reflect what I like to call fairity - we must be fair, objective and principled in our position and at the same time we manfully maintain a momentum throughout the movement that there must be many moments of the most menacing militancy but we pick those moments well and make sure that we are manifestly fair. I think that everybody in Jamaica knows that if an issue comes up when any particular government is in power we take a certain stand on it; if another government were involved we would take the same stand because we are operating from a principled position. We must remain that way, because like the rest of the Caribbean we here are highly politicized. Some questions that would, at a time when things were more docile, perhaps more civil, be regarded as a national issue, today a comparable issue might be so handled that if you support it you assume a political posture of support or if you oppose it you are made a political bedfellow of whichever political party happens to be in opposition at the time you oppose it. But we feel it is a risk that we have to take because we are convinced that if we keep silent we will soon be forgotten. Indeed the stationary position is in fact the beginning of the end. This we think must modify our thinking and our action as we move into the exciting decade of the 80's.

THE PUBLIC IMAGE AND STATUS OF THE TEACHER

BY HELEN STUART

BELIZE NATIONAL TEACHERS UNION

So much has been said and written about teaching that one of the most important parts of the entire education process - the teacher himself - is almost forgotten. We say that a teacher must be many things in order to portray a good public image.

Although the teacher in Belize has no say in planning the educational policies, he is expected to mold the children in his care into responsible citizens. Therefore, a teacher must be a modernizer, in the sense, that he will use whatever is set, along with his own ideas, to make learning more meaningful. Man has a special ability to be educated and this gives the main meaning to the teacher's work. Few men on earth have had the opportunity to engage in the process of education and fulfil their potential. The teacher should make a special effort not to view teaching as merely a job by which to earn money, but to understand more completely his important part in the educative process. It is a profession, a form of public service, which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal responsibility for the education and welfare of pupils in their charge.

The teacher should be a searcher. He should be constantly looking for and reading professional materials so as to keep up to date with what is happening in his field in other parts of the world. With regard to the community in which he works, the teacher should take an active part in community projects. He should sit in as an observer at community meetings from time to time, and should offer his advice on major issues affecting the community. Too often he is not aware of what's taking place in the community. Many teachers feel that it is right and just that they be free in their personal lives outside the classroom. The argument has much appeal and certainly some worth. Few of us would want to be in the position of opposing freedom, especially personal freedom. However, the idea that the teacher is free, except when he is working, to do as he wishes without regard to his special position as a teacher is not true, either in practice or in theory.

Teachers in Belize are given opportunities to qualify themselves through seminars, workshops, lectures, and a 3-year scholarship sponsored by the government to the Belize Teachers' College. A few teachers are given the opportunity of a one-year scholarship abroad. With all these opportunities given, most teachers are not making full use of them.

The participation of teachers in social and public life should be encouraged in the interest of the teacher's personal development and the development of the education service and the society as a whole. He should be free to exercise all civic rights generally enjoyed by other citizens without fear of victimization.

Teachers in Belize are free to run for public office and if they lose may return to the classroom without broken service.

We know that the salaries paid to teachers in Belize are in no way equal to what the public think teachers should be paid. Because so much is expected of them from the society, something should be done to ensure that teachers are better paid. Because of this shortcoming teachers constantly leave the classroom for better paid jobs. Salary scales then, should be reviewed periodically. Each year teachers return from training abroad, are graduated from the training college, and yet qualified teachers are constantly in demand. Again, this lies in the fact that the salary offered in other government services and the private sector far exceeds that of the qualified teacher, therefore, they leave the classroom. In these areas also, the demand on the public image is not so great.

Authorities should recognize that improvements in the social and economic status of teachers and their career prospects are the best means of overcoming any existing shortage of competent and experienced teachers and of attracting to and remaining in the teaching profession substantial numbers of fully qualified teachers.

THE PUBLIC IMAGE AND STATUS OF THE TEACHER

BY JEAN PERSICO (MS)
PRINCIPAL ASSISTANT
SECRETARY

GUYANA TEACHERS' ASSOCIATION

It is indeed a fact that the perfect teacher does not exist, just as it is a fact that there is no human being who is perfect. But is it not true that there are teachers who possess qualities of excellence, qualities which give them the kind of status they should hold in society?

There are, too, different types of teachers who perform different roles:

e.g. teachers who train drivers;
teachers who train young minds;
teachers who train prison inmates;
teachers who train adults;

and there are frequently differences in remuneration, qualification, sex, social class background, status and what have you.

For the purpose of this discourse the term teacher refers equally to the members of the administrative staff and other members of staff in a school, since the teacher who demands the highest status here need not be the Headmaster, Headmistress or Principal.

To my mind also this assembly would wish that we use the word "status" not to imply or mean principally the social position held by or accorded the teacher, but to imply the degree of recognition given to the importance of the teaching profession by the society; and, conversely, the willingness of the teacher to accept responsibility to the society and to participate in the general well-being and uplift of the society.

The socio-economic system of Guyana ten years ago undoubtedly placed the secondary school teacher and those who taught in institutions of higher education, in a higher status bracket than their counterparts in the nursery and primary school.

This resulted not only because of the type of teacher found mainly in the primary school - Pupil Teacher, Acting Teacher, Unqualified Teacher, Untrained Qualified Teacher and Trained Qualified Teacher, but also because of the disparity in salary.

As a matter of fact, the primary school teacher was ranked lower than the average public servant, while on the other hand, the secondary school teacher was placed on the same level as the public servant; this behaviour was exhibited even though the public servant, once he was employed seldom improved his qualification.

It was within the past decade in Guyana, (thanks to the Guyana Teachers Association) that Government was persuaded to equalise the salary of teachers in nursery, primary and secondary schools, qualification for qualification and service for service. There is still however some disparity in salary of the technical teachers of higher education. They are public servants.

It is important to note, too, that although the teaching profession throughout the world had and still has more women teachers than men, perhaps because of the woman's dedication and her sypathetic and peace-loving nature, comparatively few women reached top positions either in the teaching profession or in the union to which they belonged.

This was not a deliberate act of discrimination, but it was because many women became housewives, and few were adventurous enough to go into the remote areas where the first rungs in the ladder of promotion could have been ascended.

Today, this attitude no longer exists, and women who choose teaching as a career as distinct from home-making, are prepared to take up senior positions in any part of the country.

Further, unmarried mothers in Guyana enjoy the same opportunities as the married ones , and any thought of penalising them would be laughed out of court, by members of the teaching profession, the public and Government.

In our recently promulgated new constitution, one of the features is the removal of the word illegitimate from all Government records, the result being that claims for Income Tax deductions and inheritance of property on the death of fathers are no more hindered by the fact that the parents were not married.

Reports from Caribbean territories indicate that the status of the female teacher still falls below that of their male counterpart, and that several forms of discrimination are still practised against women.

I feel confident that this Seminar/Workshop will not end without pronouncing on this issue (discrimination against the female teacher) and while I do not advocate loose character behaviour on the part of the female teacher I consider it the right of every woman to decide whether she would like to have a limited family of her own without accepting a man's name, his ring or his domination.

As a matter of fact, there are in our society a few married women teachers who retain their maiden names, and one of the reasons could be that they would like to enjoy equal status with their male counterparts.

The whole question of the status of the teacher should mean the status of all teachers -men and women, married or unmarried since society turns the nelson eye to female doctors and lawyers- married or unmarried, some of whom have borne children but have reached very prominent and eminent positions in our society.

The last bastion of discrimination which seems to be cracking in its foundations is the Church, and I need not remind you of the present utterances about ordained women priests and the most recent encyclical from the Pope reminding male priests about their pledge of celibacy.

It is common knowledge that the Church was responsible for the establishment of schools in the days when missionaries like John Smith and John Wray visited the Caribbean.

As a result, the teacher's status depended on the amount and quality of service he gave to the Church directly, and that which he gave indirectly to the Community through the Church.

Just listen to this extract which was taken from the log book of a school in Guyana.

"I hereby give notice to all teachers that when my signature is required on a character reference, I must be satisfied that such a teacher is an active churchman or woman of this parish, or if resident outside the parish I must have a written paper from his or her priest certifying the same, as I regard this as the first requisite of a good character".

Signed Rev..............
Manager

Perhaps many of the schools in the Caribbean are still church-owned and this subservience to the priest like that referred to in the quotation, still has to be endured by the professional teacher.

Without blowing our own trumpet, this type of ownership no longer exists in Guyana, as in 1976 all institutions of learning became state-controlled. At the present time all protestations have died down and there is no visible or hidden lessening of the influence of religion on the people of Guyana.

Further, the Government instituted a system of free education from nursery to university level and more teachers with the aptitude and ability are qualifying at institutions of higher learning, thus raising the level of their professional competence and status.

Besides this, there are now more institutions which provide pre-service education to prepare the teacher for the task ahead. Within most schools there is a well planned in-service programme to ensure professional growth.

Now what are other factors influencing the status of the teacher? Firstly, there is the major problem of rapid expansion of the teaching profession which makes it imperative for a separate commission to be set up, to deal with the affairs of teachers.

In Guyana there is a Teaching Service Commission to deal with appointments, retirement and resignations, transfers and discipline.

The ultimate aim of the Commission is to achieve a smooth operation in relation to the welfare of teachers, to deal with teachers' matters with efficiency, justice and equality.

Of course, the G.T.A. nominates a representative to sit on this seven member committee of the T.S.C.

The status of the teacher in Guyana is based also on his performance re his traditional roles.

A few of these are:

- to teach good manners, regularity and punctuality, rules of health and good citizenship, by his own examples

- to ensure that every individual child reaches his maximum potential;
- to maintain regular and meaningful communication with parents and/or guardians;
- to act as parents for the students away from their homes
- to contribute directly through the organisation, to the formation of policy, particularly on educational development, and to ensure that this is understood by the students as an effort of national development.

The teacher is expected to be versatile, but his status must be such that Government and non-Government agencies would automatically consider him useful when making policy or planning projects.

We understand that this can only be achieved if the students on leaving school and entering the world of work, are employable. Therefore, I reiterate, that the forces that contribute to the establishment of the right status of teachers rest not only with external groups but also with the teacher himself.

Finally, I wish to say that the status of the teacher in Guyana has reached the level where quite a few are awarded National Honours every year. May I say also that quite a number of the Ministers of our Government were also teachers, including our Prime Minister and our Deputy Prime Minister.

THE PUBLIC IMAGE AND STATUS OF THE TEACHER

BY ALFRED JN. BAPTISTE, GENERAL SECRETARY

ST. LUCIA TEACHERS' UNION

Brothers and sisters, I would like to begin by suggesting that perhaps the best way to assess the public image of the teacher as an important feature of his or her status; is to consider the role of the teacher in the educational process and also the role of education in the development of a society.

Since people ordinarily associate education with schools, it may be necessary for us to look very closely at the value of the school in the society and using this as a point of departure we may then be able to determine the public's view of the teacher.

The truth is that except in a few areas the school has not so far been very effective in helping small communities to adapt themselves constructively to change.

To understand the reason for this, we must look back to the origins of the school in the Caribbean, and as we all know, it was originally a Western innovation introduced and controlled by missionaries or governments to serve their own ideas of what was good for the people, rather than what the people thought was good. As a result the school usually introduced ideas and values which often directly conflicted with the indigenous forms of culture and education.

Further, the schools controlled by missions taught a Western form of religion, not the traditional religion of the community, and the secular curriculum in nearly every school was formal and bookish it did not serve to fit its recipients for collective life in their communities. And this situation still exists widely in the Caribbean region.

The school therefore, was essentially a foreign institution with little direct relevance to community life. While people remained unaffected by the economic and political pressures of the larger societies they did not value the school, as a number of them still do not value it today.

In time, however, as people acquired more of the values of the foreign societies they came to value the school as well. One of the values they learned was the value of money and of individual material and economic advantage. These characteristics were not directly taught in schools, but they were taught by the standing economic structures at that time and the contact which had to be made with the hierarchy of the society. And so, brothers and sisters, as they adopted those qualities, they came to value the school in proportion to the teachers ability to help their children to a good start in life.

As people began to realize that the school is a gateway through which their sons must go if they are to get good jobs so the school, the formal curriculum of the school, and the teacher, came to be valued as a means to individual advancement and escape from poverty. And that is why such 'die hard' and out dated concepts such as education is an art, a gift, or a form of priesthood were created.

It means then, brothers and sisters, that if we are concerned about the public image of the teacher and ways and means of ensuring a full and proper understanding by the public of the skilled nature of teaching and what its contemporary goals should be, that we reject such narrow concepts of education and the teacher.

What is required is nothing less than a total transformation of the outlook and also the method of teaching of our teachers. Teachers must undergo a process of self-transformation: they must comprehend a new set of objectives; they must evolve a new set of techniques that can give effect to new targets; and simultaneously they must keep the actual system running until it is ripe for a complete transition.

This means, colleagues, that what we need to consider very seriously is A New Role for the Teacher.

In my view, the class teacher must now be able to see beyond his/her classroom to the whole school, to the whole educational system and to the whole society of which he/she is an integral part.

Teachers must be involved in the whole process of education and in turn must be involved in the whole community. We must cut waste, whether it be waste of time, waste through inefficiency, waste through low motivation, or waste through catering for fads and fancies beyond our resources.

And the highest priorities must be attached to the development of positive attitudes towards work, social responsibility and co-operation among the future generation of children. All this, of course, is going to call for remarkable insight, dedication and application. Consistent with this, the profession cannot survive on mediocracy and incompetence. Those who fail to live up to the professional and academic demands of the profession are guilty of a disservice to the process of transformation. We have a fighting responsibility that responsibility is to convince the public and create a new image of the teacher and to convince them, we need to have a responsible academic and professional attitude towards building the Professional Image of the Teacher.

I will go further to suggest that the respected status of the teacher, and the high esteem in which his work is held by our society, must not arise from any kind of subjective and individualistic views; they must be objectively based on the far-reaching influence which his/her work has on the development of society, and also on the significance his work has for the community.

This implies in part, and again I repeat, that the teacher and the community must be involved in the educational process. The point is this: on the one hand the school must become sensitive and involved in the problems of the community, and on the other hand the school must be inspired by the people themselves.

But how do teachers and individuals get involved in the participatory process?

Let me advise that participation will not come to the society or to the teaching profession as a gift from altruistic politicians. We must fight for it. Teachers' organizations will have to devise effective strategies for mobilizing individuals who belong to political parties, trade unions and other mass organizations to bring pressure to bear on the authorities in order to develop the momentum and the dynamics for changing the authoritarian and undemocratic structures in Education to ways which will make it more democratic and therefore more responsive to the needs, demands and aspirations of teachers and the society as a whole.

Allow me at this point, to give you a practical illustration of precisely what I am talking about:

In St. Lucia today, teachers and other members of the public are now going through a process of National Consultation on Education. We are now going looking at some of the crucial areas of Education and the Society with a view to making recommendations which will form the basis for a five year National Education Plan. For example, we are looking at areas such as:

1. Education for National Development
2. Democratisation of Education
3. Science, Technology and Agriculture
4. Adult Education
5. Education and Culture

And it is interesting to note that their attempt at National Consultation was initiated by the Ministry of Education but this, in itself, has its roots in our own peculiar and historical circumstances. This, I hope, we will be able to take a specific look at in subsequent discussions.

It is also interesting to note that as a result of this peculiar historical situation our Union is now represented on every major Committee working on Education policy - for example, on the Committee to nominate student teachers of the Teachers' College for scholarships, on the Code of Regulations Advisory Committee, the Text-books Committee, the Working Committee on the National Consultation and on the Committee to transform the Morne.

Complex into a Community College. This is a direct manifestation of the respect and professional status afforded teachers who have been sufficiently militant to fight for what is right.

And further, to summarize the point surrounding the issue of the Image of the Teacher, I wish to state that it is only by our identification with activities which are directly beneficial to the interest of workers, our personal commitment, love of children and our strong sense of duty which will erase the outmoded concept of the teacher and create the new and professional image

Turning now to the specific issue of the status of the teacher, I wish to state, that the public image of the teacher and the status of the teacher are intricately inter-related.

Much has been said about status of teachers. I will just underscore by saying that improved status should in itself mean recognition that teachers have a professional right to participate in all aspects of the teaching process. This can go a long way in developing greater respect for the teacher. A respect which must be won not claimed.

In other words, I am suggesting a complete rethinking of the status of the teaching profession in society. What I am saying in essence is this:

We must no longer look at the question of status as meaning a privileged position in society. In that I mean, teachers must no longer consider themselves to be superior to other workers. Members of the teaching profession need to have parents and other workers at their side, working with them towards the improvement of education. It is the existence of a mutual and genuine relationship between workers and teachers, individually or collectively which will be invaluable to the respect and recognition which the teacher will inevitably get as a result of the confidence which mothers and fathers will place in him.

The profession, therefore, must not be an elitist concept, in terms of status, but must be prestigious in the sense that the primacy of its role in the strategy of change is understood and recognized by all.

Finally, I wish to suggest that useful consideration be given to the issues that I have raised and it is my hope that it served to trigger serious thought and analysis of the problems facing the teacher as a professional in the Caribbean today.

TEACHERS' ORGANIZATIONS AND THE PROFESSIONAL DEVELOPMENT OF THEIR MEMBERS

BY WILFRED JESSAMY
TRINIDAD AND TOBAGO TEACHERS' UNION

For most of the century teacher organizations have fought for the interests of teachers, particularly the interests of primary school teachers. Gradually the conditions of these teachers, subjects of a low-paid, low status occupation have seen the fruits of the pioneers' labour - greater security, better salaries, higher standards of education and a more satisfactory working environment. The history of these early struggles is generally known to most teachers. Not so well known or so well documented is the struggle for professional development of teachers.

Inherent in the struggle for improvement in the economic rewards from teaching was the strong desire for a rise in status, social and educational. Through the years there has been a steady advance in educational standards and this has been achieved through a corresponding improvement in the education, qualifications and training of those entering the teaching service. Society has become more complex, more sophisticated and the education needed to bring to students and teachers alike an understanding of the various elements in the life of a community demands increasingly greater skills and competence.

My reference here is to Teachers' Training Colleges, some of which have had a distinguished past and have served the cause of education nobly indeed. The problem with these institutions however, was that they were too few and their products could not be called professional in the sense that we give this word today. Growth in school population, without a proportionate growth in the staff required to deal with this increase in enrolment affected the quality of work in the schools, so that the early gains made by the best students graduating from the colleges were soon dissipated. The disagreeable fact of the matter was that money was a problem. The primary school was generally for those who could not afford any better, and all in all it was a school for the economically disadvantaged, even if those of higher status sometimes made more use of it than those for whom it was intended.

To sum it all up, large classes, a rigid curriculum, and standardized methods left little room for experiment or deviation from an unscientific method of teaching. The test of successful teaching was usually proficiency in the three R's and a memory that locked on to pieces of often useless and unrelented knowledge. It took a long time before the development of educational psychology, educational sociology, and the history of the pioneers in improved educational methods began to make some impact upon the problems of the old school, old methods and an out-worn purpose.

By the fourth decade of the century it became apparent that unless there was some progress towards the recognition of the proper status of teachers and esteem for the work of the profession, the nation as a whole would suffer. The discoveries and experiments in the more advanced countries of the world showed that teachers required specialized skills, knowledge and well designed courses of study. Teacher preparation should follow a suitable standard of secondary education so that some of the burden of teaching what is perhaps better and more competently taught in secondary schools would be omitted from the curriculum or syllabuses of the training college. Thus more time and and a wider range of professional skills or subjects would be available to the student in the course of his preparation.

So far I have been dealing with developments in primary education, but we must now address ourselves to what most countries aim at - an integrated system of education, backed up by an integrated teaching service, and integrated objectives. We talk glibly about the Teaching Profession, and the professional teacher. If we are to have an integrated teaching service then some where along the line all those who are recognised as professional teachers should have the same basic educational qualification. And if this goal is reached who will accept the view that there is parity of esteem among those who teach in Nursery Schools, Primary Schools, Secondary Schools, Technical Schools and schools of Higher Education. The origins of these categories had both social and academic implications, and although we now tend to see the single and continuing process of all education, the residual concepts of the past are still plainly visible in the recognition of status by the administration, by the public, and by teachers themselves.

Who is to decide which job is the most important in the entire scheme. Which? That of the Nursery or the infant school teacher, the educator of the sub-normal, the teacher of the intellectually gifted? Which stage is more important, the primary or secondary? There is inter-locking, interdependence of the various stages and we must recognise professionally the special purpose of each stage, or better still the importance of each stage in the total development of the child. Dividing education into tight compartments brings about the division between teachers and limits their outlook. It brings about a closing of the mind and prevents the necessary over view of the function of all education.

PROFESSIONALISM AND TEACHERS' ORGANIZATION

By professionalism I imply a high standard of knowledge and skill derived from a rigorous and disciplined course of study aimed at the acquisition and mastery of a particular field of activity. There are other characteristics, as you have heard, which difine the professional and separate him from the amateur, but for the purpose of this discussion I stick to my limited definition.

Professionalism requires a dedication, a commitment to a field of activity where one continually rehearses, refines, improvises and discovers. Thus the professional never grows stale in his performances, never becomes completely bogged down in a situation, nor is ever discouraged by failure. And thus every task, even the simplest is always a challenge - a challenge to bring out the talent and possibilities in any situation however familiar. Most professionals are innovators, not necessarily inventors. They are generally able to look at something old from a new point of view and so give it the appearance of something fresh and attractive.

In trying to relate to what I have just said - that the professional must have a certain freedom to explore, to invent, or to produce new designs-one may ask, considering the large number of teachers and the varying periods at which they entered the profession, how is it possible to turn them all professionals. It is not possible, but we can consider for purposes of discussion two groups.

In group one we shall place all those who have been teaching for a fairly long time, those who have gained a great deal of experiences, but who for one reason or another may not be aware of the new developments in teaching. By that I do not mean that they are not aware of the changes in curriculum, or even changes in methods or in techniques. But the teacher is from his calling a conservative and he does not always see that there is much to be gained from the effort to become involved in the new approaches to his job. We can say of some of these teachers that they have gone stale, they have lost their enthusiasm or most uncharitably, they are plain weary. What can teachers' organizations do to help these? Among the many solutions to this problem we may note the use of lectures and discussions, seminars, workshops, exchange of visits to schools or institutions where something new is being tried.

These attempts at the renewal of enthusiasm, the re-awakening of interest will perhaps be successful when allied to what is fashionable and somewhat prestigious. The techniques to be used at these lecture discussions, seminars, workshops and such like must be the business of professionals and imaginative union leadership. Little and often is preferred to too much given infrequently.

It is from the second group of teachers, the young, energetic, and unspoiled that we expect the future experimenters, innovators and leaders. For these young teachers the same methods used in group one may be employed, but there is a need to encourage these teachers to improve their academic education and to develop those skills that become increasingly available to the resolute and the ambitious.

Teachers' organizations remembering their duty to all their members, to the profession and to the country in general will as far as possible leaven the new with some of the tried and successful from the old. Both groups have much to learn, one from the other and the frequent participation in the programmes aimed at raising professional standards will stand a much better chance of success than if they were given to segregated groups.

The work of teachers' organizations in the changing circumstances of our time, is as much concerned with the establishment of a higher status of teachers based upon improved professional competence recognised by the administrators of the education system, as also by the general public. Unfortunately the usual scale for measuring status is an economic one, and for that reason among others. Teachers' organizations must strive for the kind of remuneration which will support the proper status and become an encouragement to many who would by-pass teaching as a career.

While government should provide the resources for carrying out the suggested schemes of professional improvement among teachers, the organizations must be active in discovering by their own efforts what particular areas of teaching activity need special attention and how best this can be obtained. The education authorities should always be kept informed by the recommendations sent to them and so too must the general public through reports published in the daily newspapers. In the business of education all are involved and the organizations must seek allies to strengthen and support their cause.

I agree that much of what I have so far said is common knowledge among teachers, but what I am, and what we all should be concerned about is the translation of plans on paper, schemes and theories into reality. I am reasonably certain that you are all familiar with the treatment meted out to recommendations from organizations of teachers. It is our business to follow up these recommendations so that they will not be pigeon-holed and left un-noticed by time, or be placed so low in the scale of priorities that nothing takes place as a result.

Teachers' organizations can often ensure that some action takes place by carrying out their own plans however limited the efforts. They must show that they are ready, even with their limited resources, to get on with the job, to do what government should do. They must seek to lift standards, to develop an awareness among members, encourage participation and kindle enthusiasm. Initiative will not always come from the government, or the administrators. Education in all its forms is teacher business and teachers must look after it. A teacher association must always seek to promote the professional quality of the work of its members. Any action, any attitude, within or without the association that militates against this idea must be resisted, must be exposed and attacked.

Within the compass of union activity the art and purpose of communication ranks high. The role of ideas can never be under estimated. We have already spoken about lecturers, seminars and so on, but we have said little about communication in schools, the place where the new ideas are tried out, where the propagation of professional methods and attitudes takes place. It is from the experience of one school or a group of schools that the members of associations will receive the stimulation and encouragement to go further.

There is great advantage in being members of international teachers' organizations since it permits any association or group of teachers to draw upon the collective experience of such organizations, the published results of research as well as the getting of assistance in solving problems that are peculiar to a particular country or region.

Nearer home where financial considerations permit, the establishment of professional reference libraries can be of great help to those who have been old hands at the game and those who are either at the beginning of their careers as teachers or just on the threshold of the great adventure. In some cases an association may be able to publish its own newspaper, circulate newsletters, the findings of a seminar, or subscribe to education journals which carry material pertinent to the local situation. These are some of the ways in which we can evaluate and make use of communication within the area of professional development.

The size of an organization, the integration of the various stages of education or the amount of money available to carry out the aims of an association may determine the extent to which professional improvement can be pushed. However to the undaunted, things may be difficult, but not impossible. The great thing is to maximise the use of all available talent, local, regional and international to achieve the professional objectives of teachers - a greater understanding of the skills required by a teacher, a responsibility to ensure the respect due to a professional body, to gain the right and privilege to determine in conjunction with the education authorities those who are academically, professionally and morally fit to be allowed to teach.

RECOMMENDATIONS OF THE WCOTP/JTA CARIBBEAN WORKSHOP

Statements and recommendations arising from the session on

ACCEPTABLE PROFESSIONAL ACTION IN THE '80'S

Preamble

It was agreed that no useful purpose was served in attempting to distinguish between "worker" and "professional" as teachers, by their unique character, were both workers and professionals.

It was agreed also that the determination of the goals of a teachers' organization should be based on professional considerations, having in mind overall educational needs; the scope of action to achieve these goals would depend on the national circumstances.

Recommendations

1. Teacher organizations in each territory should seek active participation in influencing their government's educational policy and decision-making in order to ensure that the policy adopted and implemented is in the best interests of the teacher, the student and the community-at-large.

2. In cases where government is slow to respond, teacher organizations must take the initiative in implementing programmes and activities aimed at the improvement of education in their territories, making sure to remain within the legal and constitutional framework.

3. In each territory where teachers are presently represented by more than one organization, every effort should be made by all teachers to unite and form one strong, vibrant organization representing the entire teaching body.

4. In those territories where teachers are presently under Civil Service regulations, teacher organizations should, if circumstances are appropriate, strive to bring about a change in this status for teachers, presenting and lobbying for a Code of Regulations for Teachers. Such a code, in contrast to the Civil Service Regulations, should be more suited to the particular needs and conditions of service of teachers and should remove several restrictions and disadvantages which now limit the independence and full development of teachers and teacher-organizations.

5. Before any action is taken by teachers and their organizations, much consideration should be given to the effect of such action on every sector of the community. At all costs, it is essential that the interest and well-being of students as well as teachers are borne in mind when decisions are being taken and plans implemented.

6. Every effort should be made to monitor developments in each territory, to analyze the inter-territorial impact of such developments and to communicate such information through a newsletter or other vehicle to all teachers' organizations in the Caribbean.

Statements and recommendations arising from the session on

EDUCATION FOR THE TEACHING PROFESSION

Overall considerations

7. Teaching embodies considerable specialized knowledge not readily accessible to everyone in a community and thus must be regarded as a profession. The term profession connotes high standards of performance, dedication to duty and permanent employment in a particular field of endeavour. The teacher as an individual should be a professional in the way he or she is prepared for a teaching career and the way he or she carries out this career.

8. The development of proper attitudes is crucial to the education system. Teacher training programmes should be geared to develop positive attitudinal characteristics in teachers. Teachers should attempt to demonstrate proper attitudes to children by being straightforward, by avoiding malice and by being truthful.

9. Teachers must never discriminate against or show hostility to any individual or group of students whom they are expected to teach. Teachers should try in so far as possible to create a comfortable atmosphere within the classroom. The authorities should be required to provide the appropriate facilities.

Teacher recruitment

10. Teachers' organizations should use every available method at their disposal to prevent the lowering of entry qualifications into the teaching profession.

11. Teachers' organizations, in conjunction with the Ministry or Board responsible for education, should organise orientation courses for recruits into the teaching profession.

12. Guidance counsellors should be appointed in every school. Teachers' organizations should seek to help guidance counsellors in their vocational work in advising students as to the requirements for entry to and benefits to be derived from the teaching profession.

Teacher training

13. It was agreed that the long-range aim of all territories in so far as possible should be to have teachers professionally trained before they are certified to teach in primary and secondary schools. The conventional curriculum of teacher training should be revised to meet the modern trends of education, relevant to the needs of the Caribbean as a whole and to each territory in particular.

14. Teachers' organizations should be permitted to be active participants in the identification of the aims and objectives of the teacher training programme.

15. Social Studies as a subject should receive more prominence in the teacher training programme and in the school curriculum. This could be the means through which children could be made to understand the society in which they live and be prepared to make their contribution to it. The education of the teacher must reflect the changes that take place in the society so that the teacher in turn can prepare the children to cope with these changes.

16. The training of the teacher must enable him/her to -

    (a) analyze society
    (b) arrive at satisfactory conclusions
    (c) become a strong social, political, moral and spiritual force.

17. Teachers' organisations should take the initiative in organising subject groups in order to correlate ideas on specific subject areas.

18. Lecturers involved in teacher education should be carefully selected and should have professional training at a higher level of education and experience as teachers; similarly, teacher-trainers should be well informed about teacher organizations and should be encouraged to be supportive of their activities.

19. Teachers' organisations should keep abreast of the modern trends in education and should seek to have the curriculum under constant review.

20. Teachers' organisations should organise workshops and seminars and from the findings enter into dialogue with the policy makers to ensure that institutions which train teachers apply themselves to producing teachers, properly equipped to deal with educational change.

21. Teachers' organisations should aim at having study leave refresher courses on studies related to the teaching profession as an integral part of new agreements between the organization and the employer. Adjustments to study leave provisions should be reconsidered and revised from time to time.

22. Continuous evaluation should be an important part of total assessment in the training institutions for teachers as a means of providing a more meaningful assessment of students.

23. Teacher training should provide the structure for student teachers to have the opportunity to do research, carry out studies, collect data and carry out experiments in education.

In-service education

24. The need for in-service training in most of the Caribbean territories must be emphasized to governments and to teacher-training institutions.

25. Announcements about and information from jointly arranged workshops, seminars and refresher courses should be made available to all territories.

26. Teachers should be encouraged to do research, carry out studies, write books and pamphlets and should collect data and quantify that data.

27. A list of teaching materials that could aid in improved standards of teaching should be made available to the various territories on a regular basis. This was seen possible through the offices of the Caribbean Union of Teachers.

Supervision of educational personnel

28. The supervision of teachers by the Ministry or authority in charge of the teaching profession should be done in accordance with the following procedure:

    (a) in evaluating the professional performance and conduct of school teachers, teams including the Principal, members of staff and Education Officers should be used;

    (b) there should be self-evaluation by individual teachers as part of their own assessment;

    (c) members of the staff of a school should also be involved in the evaluation of their Principal;

    (d) school staff should have an opportunity to assess School Supervisors and Education Officers.

29. Teaching Service Commissions or Boards of Education should be responsible for the appointment, transfer (where applicable), promotion, dismissal etc in the teaching profession, in accordance with procedures agreed upon with the teachers' organisation.

30. Teachers' organizations should have their own Code of Ethics which should aim at producing excellence in work as well as in moral and professional conduct.

31. Teachers' organizations, through their Code of Ethics, should discipline their members who fail to adhere to their professional code of ethics.

32. Standards should be agreed upon by the Authority responsible for education and by the teachers' organizations in order to maintain discipline in the teaching profession among teachers and students.

Provision of financial independence for teachers

33. Teachers' organizations should strive to obtain for their members in their collective agreement with their employers, the best economic welfare provisions and the best conditions of work possible.

34. Teachers' organizations should study, consider and review all previous collective agreements at local, regional, national and international levels to determine how practical it could be to negotiate for overtime for teachers in their respective territories.

35. Teachers' organizations should provide services for their members through Credit Unions, Co-Operative Housing Schemes, Banks and other agencies so as to make teachers financially independent in their community.

36. Teachers' organizations should negotiate with their employers for the best Health Insurance Plan for teachers and their families as well as for Pension and Gratuity Schemes.

37. The teaching service should be furnished with sufficient incentives to stop the drain of qualified teachers from the service.

Expatriate teachers

38. When recruited, expatriates should be made aware of the acceptable standards of the schools in which they teach as well as of the national education policy, so that their performance could be directed to meet those ends. Otherwise, expatriates employed in the national school system might unwittingly be responsible for the development of false values among school children.

39. Opportunities should be provided for nationals to acquire the necessary skills that would enable them to replace expatriates in the shortest possible time.

General

40. A national policy should be established in co-operation with teacher organizations in order to direct the operation of the school system.

41. Teachers' organizations should analyze the educational needs of the Caribbean societies and make sound educational proposals which should be designed to produce teachers who have acquired the skills and attitudes of professionals

42. Teachers' organizations and Ministries or Boards of Education should co-operate as partners with a view to improving "Education for the Teaching Profession".

Statements and recommendations arising from the session on

THE STATUS OF TEACHERS

General observations: *There is a difference in status accorded to the rural teacher as distinct from that given to teachers in urban areas. Village inhabitants generally have lower academic and economic standing than the average teacher; there is a closer relationship and more contact between the teacher and villagers. In the case of urban teachers, they are compared with other community members such as doctors, lawyers and businessmen who have gained high academic standards. In the town areas the teacher is simply another person.*

In some instances, community members frown on the behaviour of teachers especially in the area of the company they keep or the places they frequent.

Teachers should be free to associate with all levels of people in the society and yet not be adversely affected by such action. The teacher should maintain his or her dignity or high standing as a teacher at all times.

Community members, especially the parents of the children in the schools tend to retain an outmoded image of a teacher as a staid conservative person who should preserve the behavioural norms of yester-year. When a teacher does not fit into this blueprint, the parents do not generally hold him or her in high esteem. Children pick up these "vibes" and disciplinary problems arise.

Recommendations

43. A teachers should be designated as anyone who has successfully completed training in teaching methods in a recognized educational institution.

44. Teachers and teachers' organizations should play a decisive role in establishing their terms of employment.

45. All teachers' unions should make a major effort to persuade their respective governments to place education at the top of their priority list.

46. Procedures should be established in order to provide for a better relationship between teachers, children and parents. (Areas of prime concern include discipline and modern teaching methods.)

47. Teachers should strive constantly for improved academic attainment.

48. Teachers and teachers' organizations as well as governments should recognize that economic and academic advantages enhance the professional image and the public status of teachers and that these tend to attract first class candidates for the teaching profession.

49. Teachers should have the same rights and responsibilities as all other citizens. (e.g. - to participate in the political process and to run for public office.)

50. Caribbean teachers and their organizations should continue to work for equal status for men and women in the teaching profession regardless of marital status.

51. In the staffing of schools in rural and urban areas account should be taken of the need to provide qualified teachers to all sections of each territory.

Statements and recommendations arising from the session on

TEACHERS' ORGANIZATIONS AND THE PROFESSIONAL DEVELOPMENT OF THEIR MEMBERS

52. Teachers' organizations should ensure that all teachers be professionally trained and that levels of specialization be cleared defined.

53. Teachers' organizations should establish in conjunction with government a research/resource centre designed to provide for the continuing education and development of the teacher.

54. Teachers' organizations which have had experience in conducting courses/workshops may be consulted in assisting other organizations to conduct similar programmes.

55. Teachers' organizations should set up additional programmes for the purpose of teacher development.

56. Teachers' organizations should be ready to compromise and equally ready to confront when the occasion arises.

57. Teachers' organizations should prepare their members to participate fully in curriculum development for their territory. Where the right to do so does not exist, unions should press for it.

58. Teachers should be trained in the development of educational statistics and measurements in order to help them in developing proper tests to measure the ability and performance of their students.

59. Teachers' organizations should urge the Caribbean Examinations Council (C.X.C.) to develop better public relations with the territories for the benefit of parents and teachers in order to eliminate doubts about the authenticity of such examinations and should urge their members to keep themselves informed of developments in C.X.C.

60. Teachers' organizations should encourage teachers to research and to write their own text books suitable for individual territorial needs.

61. In territories where there are no training colleges, teachers' organizations should explore the possibility of teacher training through the use of correspondence courses and/or summer courses.

62. Teachers who show creative and innovative ability should be encouraged and given incentives by teacher organizations in order to assist in the development of these talents.

LIST OF PARTICIPANTS

Anguilla Teachers Union

Franklyn Richardson
Janice Hodge (Mrs.)

Antigua Union of Teachers

Olivene Brown (Mrs.)
Lesroy Merchant

Barbados Secondary Teachers' Union

Cynthia Richards (Mrs.)
Mildeane Massiah (Miss)

Barbados Union of Teachers

Sydwn Bayne
Dennis Depeiza
Stanley Mayers

Bahamas Union of Teachers

Errol Bodie
Olga Clarke (Mrs.)

Belize National Teachers' Union

Stanley Castillo
Simeon Lopez
Helen Stuart (Mrs.)

The Amalgamated Bermuda Union of Teachers

Dudley Burchell
Dale Butler
Ellen-Kate Horton (Ms.)
Shirley White (Mrs.)

British Virgin Islands

Alice Beamish (Miss)
Quincy Lettsome

Canadian Teachers' Federation

Paschal Chisholm

Teachers' Union of Curaçao

Errol Cova

Grenada Union of Teachers

Raphael Baptiste
M. McBarnett (Mrs.)

Guyana Association of Masters and Mistresses

Elaine Petrie (Ms.)

Guyana Teachers' Association

Leila Baird (Mrs.)
Jean Persico (Ms.)
Bassanio Thompson

Jamaica Teachers' Association

Pandora Davis (Miss)
Hugh Dawes
E. Jones (Mrs.)
Robert Kidd
C. Lawrence
N.S. Monteith
E. Nugent
Daphne Reid (Miss)
Maureen Tucker (Miss)
Millicent Whyte (Miss)

Montserrat Union of Teachers

Dorothy Greenaway (Mrs.)
Frank Russell

Teachers' Association of St. Kitts and Nevis

Erstein Edwards
Oswald Martin

St. Lucia Teachers' Union

Alfred Jn. Baptiste
Leo Clarke

Trinidad and Tobago Teachers' Union

Wilfred Jessamy
Conrad Neehall
Lennard Pierre
Eugene Raggay
Dennis Yhip

World Confederation of Organizations of the Teaching Profession

Marc-Alain Berberat
James W. Killeen
John M. Thompson